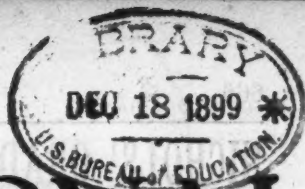


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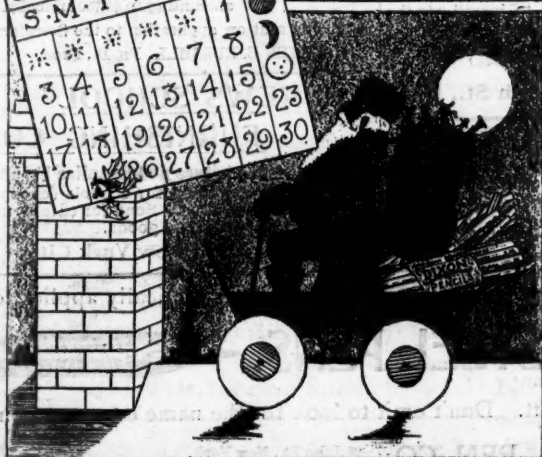
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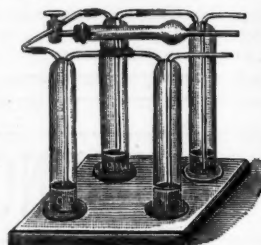
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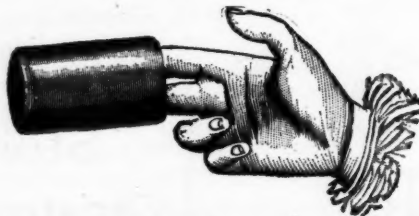
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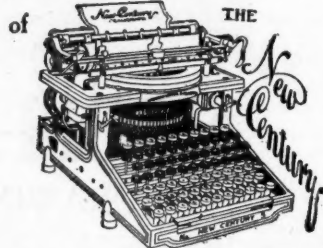
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Reforming That Reforms.

By M. W. VANDENBERG, M. D., Mount Vernon, N. Y.

Educating that educates, would be a better title of these suggestions, which by the way are not new, but like many old things, have never been considered by many.

The principal of a high school who said years ago, "The great thing I have done, is to induce the boys to do as well or better when I am out of the room, than when I present," might well have said "The greatest thing I ever did was to teach boys to do even better when I was absent, than when I was present."

"The man who does his work as well when the boss is away as when he is at home," is the man to trust with your honor, with your money, with your confidence. He is the man to trust in public office. He is the man to trust in the bank, and in the business corporation. He is the man to run the locomotive, to command the steamship. He is the man to sit on the judge's bench, and in the legislative halls. This is the kind of men that is wanted everywhere. The world is waiting for this class of men.

We have enough shrewd men; we have a surfeit of quick men; there is no lack of intelligent men; but there is a dearth of men who can be trusted to do their work as well or even better when the watching power to whom they are responsible is removed.

That man or woman who can induce boys or girls to do as well or even better when she or he is out of the room is the highest type of a moral reformer, the greatest ethical teacher, the most useful citizen of the commonwealth. Such men and women are worthy of public statues in every community.

To-day nothing more hampers the advancement of the race, nothing so puts off the great day when the booming social and economic problems that now threaten to disrupt society shall be settled on a solid and righteous basis as the dearth of men who do as well or even better "when the boss is away." Did we but work along the highest possible lines of education, this great fact would be always foremost. It would solve the question of how much and how well the common people should be educated. It would solve the problem of the distribution of wealth. It would settle the question of the centralization and of the distribution of power. It would make the question of standing armies, and great navies easy to decide.

And this reform must come from the bottom. We cannot hope to reform from the top downward; it can only be from the bottom upward. When the people demand a thing, that thing will be forthcoming whether it be good or bad.

The teacher, however humble his or her office may be, who has taught boys and girls this trait of character, no

matter if there has been a failure in every other branch of teaching, has nevertheless done more for the betterment of the community and of the individual, than the whole galaxy of tricksters, who, teaching the intellect to be shrewd and strong, and quick, and bold, have left a substratum of character eaten to the core with the dry rot of disbelief in the superlative value of honesty.

The Habit of Study.

By SUPT. H. C. HOLLINGSWORTH, Albia, Iowa.

Pupils cannot succeed without being interested. Efforts which give pleasure best promote mental power. No right effort ever fails of results, altho at the time we may not be able to see that anything has been accomplished. We cannot see a tree grow yet we have no doubt that it has grown. Mental growth, like the growth of plants takes place in obedience to law. We cannot grow for others. Each person must develop intellectually according to the movement that is in him. We may make the conditions favorable, but there must be action and reaction before there can be growth. The self coming in contact with environment determines the line of movement.

Education may be considered a resultant of the forces within meeting the forces without. If a pupil studies a difficult problem with genuine interest he may be greatly strengthened even tho he does not reach a correct conclusion at the time. If he can be induced to hold on and continue his effort he may be rewarded by the satisfaction of obtaining what he seeks. One of the most important requirements for the mastery of any subject is to get it thoroly in the mind.

It is hard to think out of a book. The problem should be transferred from the book to the memory. We should get the thing we want to think about in the mind. Newton once said of his own habit of study, "I keep the subject constantly before me and wait till the first dawns open by little and little into a full and clear light." The best service a teacher can render a pupil is to teach him how to do this—how to get a subject in his mind and how to think about it.

Somehow an ambition to know a subject must take hold of one before much can be done. Compulsory study, unless it leads to voluntary application, is valueless. Interest is the chief thing with children. The teacher who conquers a school thru interest has done a higher service than one who subdues thru fear of punishment.

Interest is its own reward. It gives an onward impetus to effort. It holds while the mental processes are accomplishing the work of development. Interest keeps the intellectual heat at the proper temperature, so to speak, while the new knowledge is being welded on to the old.

The habit of study must be cultivated. It is of slow growth but when once formed it is a source of great pleasure. The habit of study is a healthful one. It should be formed before a pupil leaves the public school.

Few pupils even in the high school seem to have an adequate idea of the benefit to be derived from a thorough concentration of the mind in study. It is a source of regret that so much educational waste results from the want of proper habits of study.

Observe any class of pupils in the preparation of a lesson and how few seem to be energetically absorbed in the prosecution of their work. Pupils may have their eyes on the book and their minds far off in the realms of dreamland. I venture the assertion that ten minutes thorough concentration of mind without disturbance, by the average high school pupil is the exception. This ought to be otherwise. The time spent in the preparation of lessons is out of proportion to the results accomplished.

Good school work should be judged by the habit of work as much as by the work itself.

There are two elements, interest and will, that are of great value in forming the study habit. Will should come to the rescue where interest is wanting and hold the attention to the matter in hand. With young children this is impossible but with high school pupils the nature and value of the will should be clearly understood and its power invoked to aid in forming the proper habit, of study. I have often had occasion to illustrate the value of the will in study by reference to a double convex lens. What the lens is to the solar rays the will is to the intellect. The will has the effect to focus the thought power, and this concentration is what accomplishes results. There is entirely too much day-dreaming in the study periods of our higher schools. The teacher can aid a pupil in no greater degree than by putting him in possession of his own will in study.

The teacher is responsible for much in connection with the habits of study pupils are forming. Stimulating interest, holding attention, putting responsibility on the pupils themselves, and adhering to a uniform course of practice day after day, must aid the discipline of mind to a great extent.

While the teacher should be interested in the knowledge the pupils are gaining, he should be more interested in the mental habits formed in obtaining this knowledge. Knowledge is a good thing, but discipline is better. Self-direction, self-help, and self-control should be the outcome of a course of study carefully pursued.

The public schools have accomplished much. They are doing a great work along many lines, but they have one mission toward which they should work unfalteringly, that of teaching pupils *how to study—how to think*.

Two Kinds of Thoroughness.

By SUPT. R. B. EWING, Gallipolis, Ohio.

True thoroughness is often regarded as superficial work, while false thoroughness passes for solidity.

True thoroughness deals much with relations, makes much of apperception. False thoroughness is too busy with details to give attention to relations. True thoroughness shows things in perspective; the false sees them singly. The true goes from landmarks to minutiae: the false concerns itself with minutiae only. The true emphasizes important facts; the false places equal value upon all facts.

In arithmetic false thoroughness takes problems in the order in which they happen to come up in the text-book. The true progresses by relations. The false insists on committing definitions and rules; the true subjects problems, whether in number or language, to the scrutiny of judgment. The false seeks answers and accurate processes; the true seeks to develop thought power.

In geography false thoroughness would laud knowledge of the state, county, township, section, and farm where the Onion river rises. True thoroughness would ignore its existence except it represent an element in commerce or was an important local factor.

False thoroughness will glory in such minute facts as "Washington wrote his farewell address in the year 1796, month of September, 17th day of the month, beginning at 2 P. M., and finishing at five on the same day." True thoroughness will have the address read and ignore the date *in toto* unless it is shown to be of importance for other reasons. But true thoroughness will never object to minute facts where there is real interest in them.

False thoroughness will say, "Finish arithmetic before you begin algebra." True thoroughness will say, "Many of the subjects in arithmetic are algebraic and can best be approached from the algebraic side."

False thoroughness will say, "Finish the geography before you study physics." True thoroughness will say, "climate, winds, tides, currents, seasons, and many other geographical subjects are never understood except by the careful study of physics."

False thoroughness will say, "Stick to the three R's and let frills alone." True thoroughness will say, "The three R's are but modes of expressing things and hence mere incidents arising from the study of things."

False thoroughness says, "Teach a few things and teach them well;" true thoroughness says, "Things are taught well in proportion to the relationships taught."

False thoroughness will touch the strings of life's harp separately; true thoroughness will touch those that chord at the same time.

False thoroughness dulls and deadens mind; it makes pedants. True thoroughness brings the taught into birth-right of self-poise, original thought, and possibility of continual progress.



Speed as an Element of Strength.

By ORA BARNABY.

Practical methods in school work are a necessity if the school is to prepare children for everyday life. This is an age of "rush orders." Good work is imperatively demanded, but to skill speed must be added if the worker is to take first rank. It is well to consider carefully the market value of the methods of work pupils are acquiring.

It is not enough to examine a piece of work with regard to its accuracy and beauty. Before we pass judgment upon its merits, we must consider the amount of time spent in its accomplishment.

By no means would we allow the haste that detracts from quality, but time must be considered as a factor of utility. How much accurate work can be done in a given time? This question should constantly recur to the teacher who would best equip her pupils for a life of valuable service. It is not enough to admit that many school exercises are not of a character to develop rapid workers.

There are those who should plead guilty to the charge of conducting schools in a manner that tends to crush out the enthusiasm which makes the best work possible.

What is too often the fate of the ambitious pupil who has creditably finished a task in less time than his fellows? Ned was given seeds to sort. That was fascinating work. It was not always easy to determine in which box each little seed should go, but he examined them carefully and did not make a single mistake. Oh joy of achievement! But Peter failed thru lax observation and Paul thru carelessness. The next day the seeds are given again and Ned's box is put down with the rest. What incentive has he to the animated effort of the previous day? Absolutely none. There are still some pupils who have failed and the third day Ned's box is again before him. This is not work. It is drudgery. His fingers toil at the task, but his thoughts are far away. He makes mistakes and is reproved for carelessness. Poor little fellow! What wonder if he learns at length to fall into the plodding pace of the slowest.

We recall a visit to a school presided over by a teacher whose strong point was rigid discipline. Her pupils were

before her, papers upon their desks. They were told to write their names at the top of the page. Taking pens they began. The slow scraping of those pens, grasped in rigid fingers, was all the sound that relieved the unutterable stillness. What an intolerable length of time was spent by those fourth-grade boys and girls in the simple task of writing their names! Their slowness was absolutely uniform. What relation does such an exercise bear to real work?

Of what value are such workers?

If work is to be done with zeal, individual traits must appear.

We cannot reduce it to the uniformity of machine productions.

But when individual traits are seen, when the love of learning is quickened, new dangers confront us.

If the race is always for the swift it is no marvel if plodders show no zeal in the contest, hence each day exercises should be given that enable the slowest pupils to see that their work is an improvement upon that of the past. Let questions in addition be copied and laid aside. At some other period let the papers be taken again and ask the pupils to write as many results as they can correctly in a minute. Time them exactly. Have every pencil laid aside at a signal. Give the same exercise the next day: Who has gained upon the work of the previous day? Who shows more steadiness and greater composure than he has before shown? Each child may measure his performance by that of yesterday and not by the work of some one who will always excel. Have short bright sentences containing words well known hidden upon the board. Uncover them, one by one, and instantly erase. To how many of the children do these sentences convey ideas as soon as the eye flashes upon them?

Distribute cards upon which are mounted tiny stories told in the simplest words. Let them be studied for a very brief time and call upon the children to relate what they have read.

The difficulty of providing sufficient employment for a class trained to rapid work is a serious one, for with good habits of study comes a discriminating judgment that enables pupils to determine which tasks are given with no other purpose than to forestall the intervention of the one who finds mischief still for idle hands to do. Who does not recall the experiences with Archie or Roy, whose rapid performance gave them a constant overplus of spare minutes in which to brew mischief, while away in a quiet corner sat Johnnie and Katie, intent upon the task that was assigned an hour ago? Why do we grow complacent when we contemplate Johnnie and Katie? Should their plodding ways give us no concern? Are the people who are always working the only industrious ones? Do not results count? Why fret over Archie and Roy if their work is well done? Why not congratulate them, internally at least, set them at some of those tasks that must be held in reserve for such as they, and seek to discover if there be not some defect in Johnnie and Katie's method of study. Are they taking long and easy mental excursions that will presently lead them to the points they should have gained by a few vigorous steps? Too much attention cannot be given to those hidden processes by which children arrive at visible results.

If a child makes rapid progress in a study we should not rashly conclude that it is by virtue of natural gifts. It may be so, but it is just as probable that his success is due to a good habit of study, and that many who fail, if trained to his economical methods, would rise to rank with him.

The ability to make haste without hurry may not be acquired by all, but a steady improvement may be secured.

Until rapid and thoughtful work has become habitual, any exercise demanding it should be brief and followed by an interval of rest. It is the unaccustomed pace that soonest fatigues.

All overstimulation is cruelty, no matter how amiable the relations between teacher and pupil may be. Let

exercises demanding the liveliest mental exercise be held during the early hours of the day and have frequent changes of work.

Do not be discouraged if the child fails to exhibit, as the day wanes, the zeal and power he displayed at morning. If his past knowledge of you has led him to hope good things for the future, he will come back to-morrow radiant with expectation and will reach to some thoughts that were beyond him to-day.

The Teacher Out of School. II.

By SUPT. A. B. COLE, Plainville, Mass.

Every teacher is either a growth or a decay. To think that we can stand still after having reached a certain plane of thought, experience, or general fitness is as foolish as to believe that a tree can lose its life, stop growing, and still remain a tree. We know that all nature abounds either in acquisition and growth or shrinkage and decay.

Now to be successful it is necessary that the teacher regard himself as something more than a teaching machine. He must be alive to the issues of the day and be a constant student along all lines of modern improvement, whether mechanical, social, or intellectual.

The opinion is more or less prevalent that a teacher is something of a freak. He knows considerable about books, can deal successfully with children, and leads an exemplary life; but two-thirds of the people who meet him feel it their duty to discuss school matters as the chief topic of conversation, as if he could talk upon no other subject. In short when they talk, they are apt to place his ideas on school matters a little lower than their own. What would attorney X. think if every man whom he met at the club, on the train, or who casually called at his office, asked him about the case of *Smith vs. Brown*? The lawyer is placed *above* his profession and people respect his opinion and follow his advice on matters concerning which he is no better able to judge than you or I so far as his experience with the particular subject is concerned.

This being the condition of things it is the teacher's duty to prepare himself so that at the opportune moment he can pass an opinion which will show his familiarity with the subject involved, and will compel people to have respect for his ideas. This can be done only by constant application. The cartoonist's "professor" is not wholly a fiction, but he should not be a type of the teaching profession any more than the country squire of Scatterville is a type of the legal profession.

We want to find our teachers holding positions of trust outside the school-room, directors of banks, partners in some business enterprise, trustees of estates; and the women teachers as directors of mission work, connected with public libraries, on flower committees for hospitals and in fact any honorable occupation that will broaden the field of general experience and usefulness. Men and women are not poor teachers on account of such outside influences but rather are better teachers whose theoretical ideas on education are worked out in the practical experience of every-day life.

Keep out of the ruts. The only way to do it is by not getting into them. Many a once successful teacher has fallen by the wayside because his sympathies have grown cold, his growth has ceased and the world has moved away from him. By many the "dead line" is reached early in life; by a less number in middle age; by a still less number late in life, and by a very, very few never.

Count the few great educators in this country who have passed the mark of three-score and ten. The young teacher can count all he has ever heard of on one hand. Go down to the age of fifty and the number well-known has increased but is still small compared with the number who once were but now are not in active service.

Look between thirty-five and fifty and there you find a mighty host; the rank and file, and the leaders, too, are

here. They are approaching the "dead line." Below thirty-five we find a still greater army of nondescripts. The young man just thru college struggling to obtain a little money to attend a professional school; the clerk suddenly thrown out of employment waiting for something to turn up; the young man from the school of pedagogy running over with theories and bubbling with enthusiasm,—he has a future, but is now only an experiment; the young women, an army of them, ground out of the normal schools—some teaching for the love of the work, some as a makeshift, some because it is "clean and neat," many more using up the time before they shall be the bright and shining lights in happy homes.

For a moment let us consider the class between thirty-five and fifty. Why should the number fall off so rapidly after the latter age is reached? Certainly they do not all retire with a competency. The lawyer and doctor over fifty are at their best, and as age increases fees go up until almost time for the period of dissolution.

When the teacher is in his prime the lawyer is just getting his reputation and even then is outdoing his fellow-laborer from a financial standpoint. The trouble is not with the people; they do not prefer callow youth to experienced old age, but they do prefer growth to decay, development to atrophy, practice to theory.

If we would exist, we must keep pace with the times in which we live. There must be rapid transit in the intellectual world as in the business world. If our direct course is blocked we must use flying machines or subways. One thing is certain, we must keep up with the procession.

A Teacher's Note Book.

Tested School-Room Plans and Devices.

By LOLA MARINER GREENE, Massachusetts.

When I am teaching banking, three of my brightest boys and as many dull, shiftless, indifferent ones are sent to one of our largest city institutions, an invitation having been secured for them and the hour set. They are provided with a list of questions that they are to ask; told to use their eyes sharply; and to acquaint themselves thoroly with all possible knowledge concerning banks.

The next morning, they teach the remainder of the class what they have learned. Result.—The dullest, most careless boys begin to show more self respect, to wake up to the knowledge that they have really learned something of value, and something that they can impart to others more ignorant than themselves.

An excellent plan for fixing in memory the meaning of the term "autobiography" is to select from the class a pupil who has traveled considerably, and associated with refined, educated people, and ask him to write his own biography. It is well to give two months for the preparation, and I always have the children extend a vote to said pupil requesting such a favor. I seldom fail to find one who has not had just the experience needed to give a wide-awake, cheery account of his life. Children enjoy such lessons, and they are never forgotten.

Making History Real.

A help in history, which I can cheerfully recommend, is to have the children after they have studied about such men as Burgoyne, Anthony Wayne, Marion or Braddock, imagine themselves one of these and write his personal experience in a letter addressed to some dignitary of the state or country. They must write systematically, using an outline similar to the following: (a) nationality, (b) time of birth, (c) brief description of early life (when possible), (d) how associated with the history of the United States, (e) result of such association to himself and the country.

By such a lesson individuals soon become real to children. My pupils are taught to use the personal pronoun

of the first rather than the third person and to begin and close a letter correctly.

Memory Culture.

When I have a pupil who forgets his book or needed materials for the day, I usually tell him the following story or one similar. "Once upon a time (these words never fail to hold the attention of children) a boy was bidden by his father to get ready to chop wood. The distance to the wood-lot was three miles. When the two had reached their destination, the father began to prepare for work; likewise the son. At length the boy looked up and asked, 'Where's my axe?' 'Haven't you brought it?' was the reply. 'No,' answered the boy. 'Go and get it,' ordered his father. Time passed, and it was nearly noon when the tired boy returned bringing his axe. He thought to rest awhile, but his parent bade him set to work at once, as the days were short and time was passing. Not daring to refuse, he went to work, resolving that next time before setting out, he would remember to provide himself with what he needed. The extra six miles taught him to remember his axe."

Another story, which teaches the value of money as well as thoughtfulness, is often helpful. "A boy entered one of the large business colleges in Boston where the tuition is high. He went back and forth, daily, from Lynn. One morning, he forgot his arithmetic. When the principal called for it, he said, 'It is at home.' 'Go and get it, was the command.' 'Way to Lynn?' asked the astonished boy. 'Certainly,' came in return. Ashamed, sorry to incur the extra expense, the youth started for home. The book was secured, and he returned to the college in time to find the session just closing, and to realize that his forgetfulness had caused him to lose the entire morning's work, and to waste forty cents on car fare."

A Surprise Party.

After I have had a class a few weeks, if I find it is inclined to be noisy, indifferent to school rules, or lessons, I sometimes say in as mysterious a tone as possible, "Boys and girls, to-night I am going to have a surprise party. How many would like to come?" Usually, all hands go up, and every face beams with expectancy. Then, I add, "Three things entitle one to an invitation: an untidy floor, inattention to lessons, and noisy movements during the day. The party will be from four to four-thirty." The children have a bubbling, merry laugh for a moment because they "have been sold," and then settle down for a happy, successful day.

Unexpected Subjects.

One's success in teaching science, I believe, lies largely in presenting lessons on subjects unexpected by the children, but within the comprehension of each. Such lessons should not come at a stated period, but be the natural outgrowth of some lesson of the day.

One of the first questions that came from my present class after entering in September, was from a boy, who asked, "Do you ever teach physics?" I replied, "Yes, sometimes." "I like that," he rejoined. The third week of the term I gave a lesson reviewing molecules and taking up matter and some of its properties. Every boy and all but two or three girls out of forty-eight were intensely interested.

Whenever it is possible, I make my own materials for experiments and tests, as it encourages pupils to try the same. They love "to fix up" things, and by so doing are kept from the street and taught to be economical and careful.

Lending Books.

Another plan, which helps me to hold boys, is this:—I endeavor to find out what they are personally interested in, and to loan them books on such subjects. To-day, two books on engineering are in different homes. One boy revels in a work on geometrical figures. Years ago, a principal advised my purchasing a work entitled "Pioneer History of the United States," by A. L. Mason

My boys are always wild to read the book. They will study hard to get their lessons that they may have it for a few moments, or be granted the privilege of taking it home to read Saturday.

A Lesson on Tidiness.

Have I an untidy class of girls, I always find it pays to read to them half an hour during the noon recess "Widow Goldsmith's Daughter, or Chris and Otho." I never tell them why I choose the book, but before many readings, I find order begins to reign. Dresses are mended, stains removed, hair combed neatly, and the better nature of the girls is aroused.

Encouraging Collections.

Children are interested in building a cabinet, or a collection of interesting things for themselves. I always encourage the ambition. Since the first of this term I have seen the benefit of this. A large, over-grown, self-conscious boy promised to give me considerable annoyance. He played truant the first week, chewed in school or sat with a tooth-pick in his mouth, persisted in having his coat collar turned up, and made a general disturbance. I talked with him quietly about dignity, manliness and other virtues, but could see no real gain until one night after school, when while remaining for a punishment, he rose and came to another part of the room where boys and myself were comparing stamps. He said, "I've got somethun." "Have you?" I asked. "Yes," carefully taking two pieces of an old, yellow newspaper from his pocket. "I found these behind one of grandmother's pictures. I tried to find the rest, but couldn't. It was published ever so long ago, and contains Daniel Webster's speech." I took the paper, and found it really worth keeping. I asked if he had a safe place in which to put it, and he replied, "Yes, in my room, in a drawer." Since that hour, much of the abruptness, and carelessness of the boy is vanishing.

I fully believe that the success of teachers lies largely in our getting right down into the individual interests and experiences of the children. While maintaining a pleasing, appealing dignity, we can be *one* with our boys and girls.

Punctuation.

There may be other schools than mine where the children forget to punctuate their work correctly. Should such be the case, try the following bit of history.

Some years ago, when the United States by its Congress was making a tariff bill, one of the sections enumerated what articles should be admitted free of duty. Among the many specified were "all foreign fruit-plants," etc., meaning plants imported for transplanting, propagation or experiment.

The engrossing clerk in copying the bill accidentally changed the hyphen in the compound word "fruit-plants" to a comma, making it read "all foreign fruit, plants," etc.

As the result of this simple mistake, for a year, or until Congress could remedy the blunder, all the oranges, lemons, bananas, grapes, and other fruits were admitted free of duty.

This little mistake, which anyone would be likely to make, yet could have been avoided by carefulness, cost the government not less than two million dollars.



In the Critic's Corner.

By JAMES C. FERNALD, New York.

Substitutes for Corporal Punishment.

The latest is red pepper, which the teacher did not take the precaution to measure with a teaspoon, but poured into the child's mouth out of a paper bag—thereby throwing the child into convulsions, with imminent danger of death, tho after great and protracted suffering the little fellow recovered.

Another substitute is standing a pupil in the hall—open to the street for ventilation—when the mercury is ranging below the freezing point. Another substitute is derision and sarcasm. "Milly, if you knew what an awful mouth you have, you wouldn't laugh so much to show it." In how many years of after life would a sensitive girl recover from such a cruel speech? If these are the substitutes, give us back the ferule and the birch, with which the old-time pedagogs used to whip their scholars "to make them smart." There was an end to the smarting, if not to the smartness, that the old system produced, while the results of the modern applications are limitless and incalculable. We feel like saying with the patent-medicine men, "Beware of imitations! Get the genuine! Take no other!"

A Story to Suit.

Of all wooden, senseless, hopeless stories, those made to fit a picture, as often in Sunday-school papers and sometimes in educational journals, are the most unimaginably bad. The straw sticks out of the thin covering and the sawdust leaks forth in a stream.

A certain religious society sent out one year a "children's paper," with a picture of some boys playing leap-frog. The legend was something like this:

"How happily these boys are spending the noon-hour. See their pleasant smiles! They are kind to one another. They will study better for this hearty, healthful exercise."

The next year, by some fatality, the same old plate was turned up again. Perhaps stories of the kind commonly attached were found to be cheaper than the plates. But now children with good memories were electrified by the following discordant interpretation:

"See these boys playing leap-frog! See the grin on the face of the one in the air! He is going to come down on the shoulders of the boy who is stooping and knock him to the ground and fall on him. That will hurt him very much, but this mean boy thinks it will be a fine joke. It is shocking to see boys finding sport in cruelty."

And is it to such literary "execution" that we are to train our children? Rather than be fertile in such products, let their imaginations be as barren as the peak of Mount Blanc. At least they may then reflect some celestial light, even if they are not warmed by it.

Gray's Elegy.

"Tell the story of this poem in your own words." Is it possible? A master-builder, with the training of years in the study and choice of words, has chosen and fitted gems of speech into an exquisite mosaic to enshrine a story. To learn it in the poet's own words is to exalt the intellect, rouse the imagination, purify thought and speech. Where the meaning may not be clear, the teacher may put a line or couplet, here and there, into more common words, just for a moment, escaping as fast as possible from the prosaic mutilation back to the rhythm and melody of the masterpiece. But how far should we flee from Gray's Elegy told in the average prose of the sidewalk by a succession of school children? Would the mind in a life-time recover from the torture and the deformity?

Let the children tell incidents of history or of common life in their own words, but spare to travesty the works of the masters of song.

Recent Books on Education.

By PROF. CHARLES HUBBARD JUDD, New York University.

Common Sense in Education and Teaching, by P. A. Barnett, is a book which may safely be put into the hands of young teachers, and will also be found helpful to those who have had experience in dealing with the problems discussed. The aim of the book is to give a comprehensive view of modern pedagogical problems, and in carrying out this purpose the author has succeeded in keeping his American as well as his English audience in mind. The reader is introduced to all the important problems which confront the student of educational method. In the treatment of these problems Mr. Barnett has exhibited a conservatism, an admiration for classical studies, and in general a respect for tradition, which is frequently absent in the pedagogical literature which appears on this side of the Atlantic. But the range of the book is broad enough so that even tho the reader finds more defense and discussion of the classical languages than he would naturally expect, yet he is presented at the same time with a full treatment of other less traditional matters. Indeed, Mr. Barnett has succeeded in giving us a faithful picture of the present state of affairs in the schools of the English-speaking world. And this he has done in a style which is free from pedantry and affectation of any kind. The book would serve admirably as a basis for systematic class training in pedagogy in normal schools and colleges, and it is to be hoped that it will find its way into the hands of a large number of American readers. (Longmans, Green, & Company. 12mo., pp. ix, 310.)

History of Education. By Levi Seeley, Ph.D.—This is an elementary text-book designed for use in normal schools and other institutions in which only a limited amount of time can be given to the subject. Of course the problem that confronts the writer of such a book is a very difficult one. There must be a careful selection of material, for only a part of the material on hand can be used. And there can be very little difference of opinion as to the way in which the material must be treated after it is selected. It must be so related in its parts as to show the continuity of historical development. The whole treatise must have unity and should trace the deeper movements of historical development rather than mere isolated factors of the whole process of educational growth.

In regard to the selection of material Dr. Seeley has laid down for himself a general plan which he states in the preface as follows: "The details of this specific plan embrace a study of the *history and environment*, of the *internal social, political and religious* conditions of the people, without which there can be no accurate conception of their education." But when one reads the book he finds that this plan is not carried out. In no case do we find an adequate statement of any of these particulars.

Again as to the proportion of attention given to different parts of the material, it is to be noted by way of criticism that of the three hundred pages of text which the book contains, sixty-eight are given to oriental and ancient education. Some men of relatively small importance have too much space accorded them. Milton is treated at the same length as Locke, and Fenelon is honored with more space than either Milton or Locke. Cicero has three pages while Ascham is disposed of in two. The only reference to Herbert Spencer is in the form of a sentence quotation in the discussion of Milton. These facts serve to show that the student is not given the proper general view of the subject as a whole.

The criticism just advanced must be pressed further by saying that the book is not adequate to the demand very properly made for historical continuity. The chapters are a series of sketches arranged in chronological order rather than a systematic statement of the progress of educational theory and practice.

The book will be of value for use in elementary classes where the teacher is able to correct the deficiencies mentioned. The assignment of supplementary readings will

aid in the accomplishment of this end. A useful bibliography for this purpose is also given by the author at the beginning of each chapter. But above all the teacher must make an effort to point out the true relations and profounder significance for education of the facts given in the book. That this is no easy task may be inferred from the failure of the author of this book to write a work which should stand above such criticism. (Publishers, American Book Company.)

Books on Nature Study and Science.

By PROF. LAROF F. GRIFFIN, English High School, Boston.

A First Book in Organic Evolution, by D. Herfoot Shute, A. B., M. D., professor of anatomy in Columbian university. Beginning with the condition of life in a simple cell and developing the process of multiplication by division, from that the author traces the progress of life thru all the stages above until it culminates in man. The process is shown as an evolution in which each higher animal, or species of animals, arises thru persistent modifications of those which precede. The relations of animals shown by similar structures thus acquire a specific meaning, while evolution thru selection is strikingly manifest in the persistence of organs which have lost use. Man is shown to be the highest result of the evolutionary process, and the intellectual is the line of present progress. The same process will fit future men for increasing social complexity. Many of the plates and figures deserve special commendation, particularly the design which shows man's persistent upward development. Teachers desiring to obtain a clear conception of the theory in a brief compass can find nothing better than this volume. (The Open Court Publishing Company, Chicago.)

Magnetism and Electricity. An elementary treatise for junior students, descriptive and experimental. By J. Paley Yorke, assistant-lecturer in the Northern Polytechnic institute, London. This treatise considers the various forms of electrical energy and describes a considerable series of important experiments. The various cells are explained first, with their source of electricity, as continuous flow in the current is essential to all modern applications of the force. The principles of induction by motions of armatures in magnetic fields, so cutting a larger or a smaller number of "lines of force," are exceedingly well developed, while the importance of the dynamo in modern life is made clear. The essential difference between static electricity and dynamic forms the concluding division. The treatise is better suited for general reading than for a class manual. (Edward Arnold, London. Price, 3s. 6d.)

Appleton's Home Reading Series. About the Weather; by Mark W. Harrington. Prof. Harrington, formerly the head of the weather bureau at Washington, gives a clear description of the conditions which determine weather changes. He shows their origin in differences of surface temperature due to unequal heating by the sun. The use of the air over a heated spot brings air from all directions to fill the space and produces a cyclone. This is called a storm and travels northeast balanced by an anticyclone or a "High." The amount of moisture in the air determines the accidents of rain, snow, or hail; while electrical excitement gives rise to lightning. The book shows the present state of knowledge concerning weather changes exactly. (D. Appleton & Company, New York. Price, \$0.65.)

The Insect World; a Reading Book of Entomology. Compiled and edited by Clarence Moores Weed, D.Sc. Prof. Weed has collected thirty-seven short articles, all written in an attractive style, that give the essential features in the life history of some of the common insects. The three distinct stages in an insect's life are clearly shown and the process of change from one to another. Certain insects that are specially important, either because of their number or their injury to growing crops, are described more minutely, and the features by which they can be recognized are pointed out. The value of the birds in destroying predatory insects is repeatedly insisted upon. The illustrations are remarkably fine. (D. Appleton & Company, New York. Price, \$0.60.)

The Story of the Fishes; by James Newton Baskett, A. M. A series of familiar talks upon the features of fishes, both essential and accidental. The common forms and those striking, from some unusual feature, receive due consideration. A fish is essentially a swimming animal, and its whole body is constructed to secure ease of motion in the water. But its haunt, whether near the surface, merely balancing at a moderate depth, or resting upon its side at the bottom, leads to a corresponding modification. The general plan of evolution is developed by the changes in the swim-bladder. The clearness and accuracy of the plates deserve special commendation. (D. Appleton & Company, New York. \$0.75.)

The World's Governments and their Representatives.

In accordance with the expressed wishes of many subscribers the following list has been prepared. The labor of collecting the data and tabulating them has been very difficult and consumed a large amount of time. Any mistakes that may be discovered by readers will be corrected in the revised table to be published in January or February. A list of governors and U. S. representatives in Congress will be presented next week.

COUNTRY	RULER	REPRESENTATIVE TO THE UNITED STATES.	UNITED STATES REPRESENTATIVE
Abyssinia	Menelik II., Emperor Born in 1842		
Afghanistan	Ameer Abdur Rahman Khan		
Argentine Republic	President—Gen. Julio A. Roca	Dr. M. Garcia Merou	Wm. I. Buchanan, Buenos Ayres
Austria-Hungary	Franz-Josef I. Emperor of Austria and King of Hungary. Born August 18, 1830	Mr. L. H. Muller von Hengerver	Addison C. Harris, Vienna
Belgium	King Leopold II. Born April 9, 1835	Count G. de Licherfelde	
Bolivia	President—Senor Severo Fernandez Alonzo	Senor Luis Paz	G. H. Bridgman, La Paz
Brazil	President—Campos Salles	Mr. J. F. de Assis Brasil	Charles P. Bryan, Rio de Janeiro
British Empire	Queen Victoria Born May 24, 1819	**The Right Honorable Sir Julian Pauncefote	** Joseph H. Choate, London
Chile	President—Frederico Errazuriz	Senor Don Carlos Maria Vicuna	Henry L. Wilson, Santiago
China	Emperor Kuang Hsu (Dowager Empress rules)	Mr. Wu Ting-fang	Edwin H. Conger, Pekin
Colombia	President—Quinto Calderon	Senor Don Climaco Calderon	Charles Burdette Hart, Bogota
Costa Rica	President—Rafael Iglesias	* Senor Don Joaquim Barnardo Calvo	Wm. L. Merry, San Jose
Denmark	King Christian IX. Born April 8, 1818	Mr. Constantine Brun	Laurits S. Swenson, Copenhagen
Ecuador	President—Gen. Eloy Alfaro	Senor Don Luis Felipe Carbo	Archibald J. Sampson, Quito
Egypt	Khedive—Abbas Hilmi		* Thomas S. Harrison, Cairo
France	President—M. Emile Loubet Born December 31, 1838	** M. Jules Cambon	** Horace Porter, Paris
German Empire	Wilhelm II., Emperor of Germany and King of Prussia Born January 27, 1859	** Herr Von Holleben	** Andrew D. White, Berlin
Greece	King George, Born Dec 24, 1845		Wm. W. Rockhill, Athens
Guatemala	President—Don Manuel Estrada Cabrera	Senor Don Antonio Lazo Arriaga	W. Godfrey Hunter, Guatemala City
Haiti	President—Tiresias Simon Sam	Mr. J. N. Leger	Wm. F. Powell, Port au Prince
Honduras	President—Terencio Sierra		Wm. Godfrey Hunter, Guatemala City
Italy	King Humbert Born March 14, 1844	** Baron de Fava	** Wm. F. Draper Rome
Japan	Mikado—Mutsuhito Born November 3, 1852	Mr. J. Komura	Alfred E. Buck, Tokyo
Korea	Emperor Li Hsi	Mr. Chin Pom Ye	* Horace N. Allen, Seoul
Liberia	President—W. D. Coleman		* Owen L. W. Smith, Monrovia
Mexico	President—Gen. Porfirio Diaz	** Senor Manuel Aspiroz	** Powell Clayton, Mexico
Monaco	Prince Albert		
Montenegro	Prince Nicholas I.		
Morocco	Sultan—Muley Abdul Azziz		
Netherlands	Queen Wilhelmina Born August 31, 1880	Mr. G. de Weckherlin	Stanford Newell, The Hague
Nicaragua	President—Gen. Jose Santos Zelaya		Wm. L. Merry, San Jose (see Costa Rica)
Orange Free State	President—M. T. Steyn		
Paraguay	President—Gen. Eguisguiza		Wm. R. Finch, (see Uruguay)
Persia	Shah—Muzafer ed Din Born March 25, 1853		* Arthur S. Hardy, Teheran
Peru	President—Nicola Pierola		Irving B. Dudley, Lima
Portugal	King—Carlos I. Born September 28, 1863	Viscount de Santo-Thyrso	Lawrence Townsend, Lisbon
Roumania	King Charles, Born April 20, 1839		Wm. W. Rockhill (see Greece)
Russia	Emperor Nicholas II. Born May 18, 1868	** Comte Cassini	** Charlemagne Tower, St. Petersburg
Salvador	President—Rafael Antonio		Wm. L. Merry, (see Costa Rica)
Samoa	Protectorate		
Santo Domingo	President—Figuerro		Wm. F. Powell,
Servia	King—Alexander I. Born August 14, 1876		Wm. W. Rockhill, (see Greece)
Siam	King—Khoualalongkorn Born September 21, 1853	Phya Visuddha	* Hamilton King, Bangkok
South African Republic	President—Paul Kruger		
Spain	King—Alfonso XIII. Born May 17, 1886		Bellamy Storer, Madrid
Sweden and Norway	King Oscar II. Born January 21, 1829	Mr. J. A. W. Grip	Wm. W. Thomas, Jr., Stockholm
Switzerland	President—E. Ruffy	Mr. J. B. Pioda	John G. A. Leishman, Berne
Turkey	Sultan—Abdul Hamid II. Born September 22, 1842	Ali Ferrough Bey	Oscar S. Straus, Constantinople
Uruguay	President—Jose L. Cuestas		Wm. R. Finch, Montevideo
United States of America	President—Wm. McKinley Born January 29, 1843		
Venezuela	President—General Andrade	Senor Don Jose Andrade	Francis B. Loomis, Caracas

NOTE.—Unless otherwise stated the representative from one country to another bears the title Envoy Extraordinary and Minister Plenipotentiary.
* Minister Resident and Consul-General. ** Ambassador Extraordinary and Plenipotentiary.

United States.

President—William McKinley, of Ohio; born in Ohio, January 29, 1843. Term expires March 4, 1901.
Vice-President—Garret A. Hobart, of New Jersey; born in New Jersey, June 3, 1844.
Secretary of State—John Hay, of the District of Columbia.
Secretary of the Treasury—Lyman J. Gage, of Illinois.

Secretary of War—Elihu Root, of New York.
Attorney-General—John William Griggs, of New Jersey.
Postmaster-General—Charles Emory Smith, of Pennsylvania.
Secretary of the Navy—John Davis Long, of Massachusetts.
Secretary of the Interior—Ethan Allen Hitchcock, of Missouri.
Secretary of Agriculture—James Wilson, of Iowa.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING DECEMBER 16, 1899.

Impressions of American Education.

European educators very rarely succeed in obtaining a just appreciation of the spirit of the American common school and the genius of our educational endeavors generally. Few visitors from abroad are unprejudiced, and the professional teachers among them seem to lack especially the power of going out of themselves and of viewing things from so absolutely unique a platform as our educational ideals represent. Articles, reports, and addresses galore have been published purporting to give expert testimony regarding our where-we're-ats and what-we're-afters in education, and some of the gathered impressions have even been honored by embalment in books. Sometimes it is plain that the speakers and writers met with cordial welcome and were steered and coached by some shrewd American friend whose personal bias gave the clue to the visitor's observations. Others betray that they were completely out of their element, and their descriptions sound as would those of a fish who spent some time on dry land until some kindly wave took him back home to regale his colleagues on the gloom and the follies of life outside of the water.

We welcome the testimony of clear-sighted and sympathetic experts who can penetrate thru appearances and localisms to the soul of the work and who show us how far we have yet to go to reach our goal and where the danger-lights ought to be placed. One of the best general reports of this kind which has ever come to our notice, is that given in a published lecture of Prin. David Salmon, of the Swansea Training college, England, under the title, "Some Impressions of American Education." THE SCHOOL JOURNAL will present a very full account, with editorial comments, either next week or the week following.

Here are a few passages from Mr. Salmon's lecture that will be of especial interest to many of our readers as bearing upon one distinctive feature of American educational life:

"I have no hesitation in affirming the superiority of America to England in one respect, and that is the interest manifested by the public in education. * * * Much of our interest in the schools is sectarian rather than educational. I wonder how many English men or women have ever visited a school unless they were connected with the management of it. In America I never visited a school without finding other visitors.

"Visits are only one manifestation of interest; generous (sometimes lavish) expenditures are another and more tangible manifestation. Private benefactions are regarded as a regular source of income of the public schools and are spent, not in relieving the taxes, but in supplying the secondary needs—libraries, busts, pictures, scientific apparatus, etc.

"When an Englishman grows rich beyond the dreams of avarice, his first ambition appears to be that his name should be lost in a peerage; when an American grows rich, his first ambition appears to be that his name should be perpetuated in a college or other place of higher education."

The meeting of the Massachusetts State Teachers' Association held at Boston, Thanksgiving week, was the best attended for some years. The report printed on another page gives a general view of what was done at the formal meetings. The most enjoyed feature was the reception on Friday evening and a splendid success it was. Governor Wolcott, and Mayor Quincy, of Boston,

were both pressed into the handshaking service by the alert reception committee. Among the people present were many whose names are nationally known in the fields of education, philanthropy, literature, art, science, and philosophy. It is doubtful whether any state association of teachers ever succeeded in bringing together at its reception so many distinguished friends of the schools from outside of the teaching profession. The principal share of credit for the organization of the affair and the completeness of the arrangements is due to Miss Gertrude Edmund, the ever energetic principal of the Lowell Training school. The state association has taken a good stride forward. There had been for some years a gradual falling off in attendance and the present hopeful outlook speaks well for those whose united efforts gave the meeting of 1899 the sort of attractiveness that will make all who missed it wish they had been there.

The thoughtful paper by Secretary Frank A. Hill, of the Massachusetts State board of education, on "Reminiscences of Personal Growth into the Spirit of the Manual Training Idea," was republished in THE SCHOOL JOURNAL, with some omissions, from the new *Manual Training Magazine* published by the University of Chicago. The address delivered by Mr. Hill, before the Rhode Island Institute, was upon a kindred theme, and had so much the same drift that the editor, who had the privilege of listening to it made the mistake of attributing the paper to both the magazine and the association, whereas the former ought to have received the full credit. Extracts from Mr. Hill's address will be published in these columns later on.

Seven hundred thousand dollars were involved in the decision handed down by Justice Gaynor, on Dec. 12. The victory of the teachers, in all the boroughs, is complete. The teachers who were paid their September and October salaries on the basis of the lower schedule, antedating the Harrigan schedule, will get the increases for September, October, and November, all before Christmas.

There will be no appeal from the decision. Comptroller Coler has said so authoritatively. The city officials are pleased at the result. The teachers will all be paid before Christmas. Everybody is happy. Merry Christmas!

The parents' meetings at Hyde Park, Mass., are proving very interesting. The organization calls itself the "Hyde Park Education Association." At a recent meeting which was particularly enjoyable a class of small boys and girls who entered school only last September, under the direction of the instructor in music, showed a surprising facility in singing the scale with odd and irregular intervals, and sang some simple tunes and musical exercises. There was an address to the people by the chairman of the school board, in which he outlined the new plans lately undertaken in schools, covering a variety of subjects. The third exercise consisted of a carefully prepared and elaborate paper on "Some Phases of High School Work," by the principal of the local high school. In addition to these exercises there was some good artistic music by friends of the movement.

The meeting was held in a large church and the audience room was completely filled with parents and teachers.

The editor would like to hear from other towns where the parents' meetings are a success.

The Busy World.

The South African War.

A successful sortie was lately made by the British from Ladysmith. Gen. Hunter was sent with 500 Natal volunteers and 100 imperial horse to surprise a gun on a hill. The hill was captured and a six-inch gun and a howitzer destroyed by guncotton. A Maxim was captured and brought to Ladysmith. Gen. White's position seems to have been improved by dissension among the Boers, who are quarreling over the division of the loot, and the moral effect of Methuen's successes.

Everything points to the early advance of the relief column from Frere. The new trestle bridge to take the place of the one destroyed has now been completed and trains with war material are running over it.

Gen. Gatacre, operating in Northern Cape Colony, met a severe reverse at the hands of the Boers at Stormberg. He says he was misled by his guides into attacking an impregnable position. After the fight he retreated, with a loss of over 600 men wounded and missing; the number of killed is not yet known.

Princess Salm-Salm going to South Africa.

The Princess Salm-Salm has gone to Brussels, where she will take charge of an ambulance which will have its headquarters at Pretoria. She says that hardships have no terror for her, as she experienced them during the Maximilian campaigns in Mexico, in which her husband fought, and in the Franco-Prussian war of 1870-71. Her husband also fought on the Union side in the civil war; he fell at Gravelotte, Aug. 18, 1870. The princess says that her ambulance will be firstly for the Boers, but generally for all wounded and sick, independent of religion and nationality.

Events in the Island of Luzon.

Gen. Young's command that has been chasing Aguinaldo's force in northern Luzon, is reported to be suffering considerably from sickness and lack of supplies; many of the men are reported to be shoeless. The Filipinos are said to be driving American prisoners along with them at the point of the bayonet. Aguinaldo has published far and wide in the island that the American Congress would recognize the Filipino republic in December.

A force of marines, the advance guard of Gen. Grant's command, has taken possession of the navy yard at Olangapo, Subig bay. The enemy fled before the advancing Americans.

Government of Porto Rico.

The secretary of war recommends that the decisive and controlling part of the government shall be allotted to agents of the United States, the chief of whom are to be appointed by the president, with the consent of the senate. These agents are to constitute the executive branch of the government. Then there is to be a council in which the natives are to be represented. The municipal governments are to be made up of the natives, in part by election, and part by selecting the agents above named, with the final control in the hands of the United States. The judiciary of the higher grades is to be appointed by the president and senate. Legislation is subject to the veto of Congress, or of the president when Congress is not in session.

The Teledimgraph.

This means the apparatus by which pictures are telegraphed for the newspaper press. The picture to be sent is first drawn on tinfoil with a certain kind of ink and the foil is then wrapped around a cylinder in the sending machine, similar to the wax cylinder of a phonograph. A needle, or a platinum point, is made to trace its way over the surface of the tinfoil. As this needle comes in contact with the ink lines it is raised from the metallic surface, and the circuit is broken. At the receiving end is a similar device, but instead of tinfoil, a sheet of car-

bon or manifold paper is placed between two blank sheets of paper. A corresponding needle reproduces the pulsations of the needle in the transmitter, and pressing against the sheet in contact with the carbon paper, traces upon it an impression of the desired picture.

General Amnesty in the Dreyfus Affair.

Public opinion in France is strongly against the proposed bill of amnesty to wipe out all affairs directly or indirectly proceeding from the Dreyfus case. In this connection Gen. Mercier's candidacy for the senate has provoked a spirit of hostility, and is looked upon as a defiance by those who think that his conduct was too notorious in the affair and calls for his criminal prosecution. In political circles it is believed, however, that a general amnesty will be voted, in order to ensure peace for the exposition.

Prof. Sayce on Higher Criticism.

Prof. A. H. Sayce, archeological explorer and professor of Assyriology in Oxford, England, after thirty years spent in deciphering the ancient hieroglyphics of Eastern lands, says: "Higher criticism is wrong. The higher critics of the Bible are engaged in hair-splitting trivialities and are pursuing false methods. The old view of the old book is correct, except regarding the Book of Daniel, which is composed of legends."

Some discoveries made a few years ago at Tel-el-Amarna in Egypt—where a large number of letters on clay tablets were found—proved that in the fifteenth century before the Christian era the whole educated population of the East, from the Euphrates to the Nile, were engaged in writing letters to one another. This correspondence was going on actively in a language and form of writing which belonged only to the Babylonians. Those, therefore, who wrote in this language must have studied and learned it as we do French.

In regard to these discoveries Prof. Sayce says: "I believe that in the main they establish the traditional as opposed to the modern critical view of the antiquity and credibility and historical trustworthiness of the Old Testament records, especially the Pentateuch. I do not mean to say that in all respects the old views we had upon the subject were correct, but that on the whole the Old Testament records seem to have been vindicated by the discoveries we are making."

Death of Commander Wood.

Commander Wood, who commanded the gunboat Petrel at the battle of Manila bay, died of typhoid fever at his home in Washington, D. C., on December 11. The Petrel is a very small vessel, and without protection beyond a steel deck, yet Commander Wood steamed in among the ships at Cavite and after sinking several of them paid his respects to the forts. The exploit was a remarkable exhibition of bravery and skill, and Wood's brother officers made no secret of their belief that his feat was the most daring and successful of any connected with the memorable naval battle. Admiral Dewey and other officers attended the funeral.

Lieut. Brumby, Dewey's flag lieutenant, is lying almost at the point of death.

Centenary of Washington's Death.

Services commemorating the one hundredth anniversary of the death of George Washington were held December 14 at the old chapel of St. Paul at Broadway and Fulton street, the church that Washington used to attend. The day was appropriately observed all over the country in the public schools, the churches, and the public halls.

Spanish Gold Found.

The Cuban wreckers who have been working round the abandoned wrecks of Admiral Cervera's fleet off Santiago lately found the safe of the Almirante Oquendo and found in it \$190,000 in Spanish gold which was intended as pay for the Spanish soldiers.

The Educational Outlook.

Massachusetts Teachers' Association.

Booker T. Washington, the president of the Tuskegee Normal and Industrial Institute, was the principal speaker before the Massachusetts Teachers' Association on Dec. 1. He spoke for nearly an hour and his remarks were greeted with frequent applause. He described the work at Tuskegee as one that has to begin with what General Howard used to call "the gospel of the toothbrush." The pupils from the plantations have to be taught a great many elementary things which in the northern school can be taken for granted.

One of the greatest missions of Tuskegee is the sending out of negro teachers. The work they are doing is most beneficent. Their duties are much broader, the services required more arduous than in the North. The school-room effort constitutes only a small part of the work. Often, when a teacher is sent to a locality, his first duty is to plan and build his school-house. He makes his own desks, blackboards, and other articles of school furniture. He performs all the services of the janitor. Outside his regular vocation he is expected to superintend the Sunday school and to strengthen the people in the moral and religious life.

Regarding the progress of his race, Mr. Washington is exceedingly optimistic. He finds that, in spite of many disadvantages and hardships, the negro is improving thru the struggle to help himself. He is gaining strength and confidence. He is becoming educated.

The general meeting, on the day following, brought out a variety of good addresses. One of the most thoughtful was that of Pres. Nathaniel Butler, of Coby university, who spoke



Samuel T. Dutton,
President-Elect of the Massachusetts Teachers' Association.

on "The Higher Education and American Life." He sought to combat the idea that education is a matter to be attended to only in youth. It is, of course, a fact that the high school and the college merely put the man into condition to be educated. The abiding interests of the grown man's life are what educate him. The work of his hands and the work of his brain in mature years ought to draw out of the adult all that is in him. It is the duty of school education to start the man aright. After leaving school he must educate himself.

A large part of the time of discussion was given over to the subjects of nature study and medical supervision. Mayor Quincy closed the session with an optimistic expression of contentment at the professional activity displayed by Massachusetts teachers. He said that he had tried teaching himself in young manhood but gave it up because conditions seemed unfavorable; he now was inclined to wish he had continued in the work.

The following named officers were elected for the ensuing year:

President—Samuel T. Dutton, of Brookline.
Vice-Presidents—George I. Aldrich, of Newton and William Orr, Jr., of Springfield.
Secretary—Lincoln Owen, of Boston.
Assistant Secretaries—Louis P. Nash, of Holyoke; Hattie G. Ricker, of Melrose, and Maria L. Baldwin, of Cambridge.
Treasurer—Herbert W. Lull, of Quincy.

Massachusetts High School Masters Meet.

The secondary school men of Massachusetts held their semi-annual meeting at the United States Hotel, Boston, on Dec. 2. The president, Mr. C. C. Ramsey, of the B. M. C. Durfee high

school, Fall river, occupied the chair. Several bright and interesting papers were read. Prof. C. H. Thurber, of the University of Chicago and editor of the *School Review*, was one of the guests of honor. He spoke in favor of the further enlargement and enrichment of the high school curriculum. Prof. W. B. Jacobs, of Brown university, and principal of the Hope street high school, Providence, discussed the desirability of departmental teaching in the high school. The question of supervision by the principal of his teachers was the subject of an address by Mr. W. F. Bradbury, of the Cambridge Latin school, and a similar topic was handled by Mr. G. F. Harper, of Quincy, who told something of the duty of the high school principal toward the young teachers of his corps. Finally there was a fine talk by Mr. W. F. Atkinson, of Springfield, on the treatment of the individual in the high school. All in all, the meeting was the most successful ever held by the association.

Interest in Proposed Teachers' College.

ITHACA, N. Y.—Intense interest has been aroused by the announcement from Albany that the long-talked-of teachers' college at Cornell is likely soon to become a fact. Some time ago President Schurman and the superintendent of public instruction joined in recommending that the state establish a school for the training of teachers at Ithaca upon the plan of the State Veterinary college and the State College of Forestry. The new school will bring in no additional revenue to the university, and it will add to the burden of a number of the faculty who will be expected to give courses in it. The school will, however, be very welcome, as it will fill a great want.

For Annuity Fund.

ST. LOUIS, MO.—The movement for the protection of teachers against old age and disability has taken the form of the St. Louis Teachers' Annuity Association. This is being assisted by the school board and plans have been made for the introduction, at the next session of the legislature, of a bill defining the functions of the association. The fund is to be raised by stated payments from the teachers, by an annual sum set aside from school revenues, and by every legitimate appeal to the public. This last will probably take the shape of a fair to be held during the present school term. It is also proposed that a Public School day be appointed in May of each year, at which there shall be calisthenic drills, exercises, etc., by the children—the proceeds to go to the annuity fund.

A Maryland Meeting.

BALTIMORE, MD.—Kindergarten methods, nature study, and compulsory education were the chief topics at the annual meeting of the Association of School Commissioners of Maryland, held on Dec. 7, at Baltimore.

A paper on "Kindergarten Methods and Manual Training" was read by Prof. Alexander Chapin, of Easton, Md. He believed that the root of manual training lies in the kindergarten. There the cultivation of self-activity begins. Way down in the kindergarten executive ability ought to be developed. The greatest danger attending the growth of the city boy is the failure of his surroundings to call out his executive powers. It is thru no accident that the successful business men generally came from the country. While the country school may be less highly organized than the city school, the country boy gets an education from the farm which trains all his motor faculties. What the city life lacks, it is the duty of the city schools to supply. This need can at first be met by the kindergarten, later on by manual training and athletic sports.

In connection with the last consideration, the speaker emphasized the benefits of athletics. He said that the school games need no apology. They satisfy a legitimate craving of human nature. On the baseball field or on the football gridiron, the boy gets a training in reason and judgment that will stand him in good stead all his life.

Mr. Henry A. Wise, superintendent of the Baltimore schools, read a paper on "Compulsory Education," a plea for a law covering the subject in the state of Maryland. He felt, however, that the law would be of little avail if the condition of the schools of the state do not improve. Ultimately the prevention of truancy rests with the individual teacher. If her teaching is stimulating and inspiring, there will be very little truancy. The normal child will not stay away from school unless school bores him unutterably. "Were all teachers gifted with the ability to understand, to sympathize with and to direct the child, it seems clear that truancy would be reduced to a minimum." It is only for a few abnormal children that a truancy law ought to be formed.

Illinois Teachers at Springfield.

SPRINGFIELD, ILL.—The annual meeting of the Illinois State Teachers' Association will begin Tuesday, December 26, continuing until December 29. From the list of speakers secured the session promises unusually good work. Miss Martha Buck and Professor Felmley, of the Normal university, have the details of the program in hand. The convention will open with the annual message of Pres. Albert G. Lane, of Chicago. Addresses of welcome will probably be given by Governor Tanner and State Supt. Bayliss. The special address of the evening will be given by Supt. C. M. Jordan, of Minneapolis, on "The Mission of the Common School."

On Wednesday evening Supt. William H. Maxwell, of New York, will deliver an address and Supt. E. A. Gastman, of Decatur, will give some reminiscences of his connection with the educational work of the state. The other meetings of Wednesday will be devoted to the general subjects of rural schools. Messrs. W. F. Rocheleau, of Chicago, James E. Kirk, of Carbondale, R. C. Young, of Rock Island, and Miss Cora Hamilton, of Pontiac, will read papers.

Mrs. C. S. Blackwelder, of Chicago, will on Thursday review the educational work being done by the women's clubs of the state. Mr. Henry Wade Rogers will discuss the work of the high schools. Supt. Andrews, of Chicago, will give an address on "The Value to the Teacher of a Knowledge of History."

A Political Declaration.

SHELBYVILLE, IND.—The teachers of Shelby county, at their annual convention on Dec. 2, gave an exhibition of remarkable political unanimity. Without a dissenting voice the three hundred members present passed the following resolutions:

Realizing our relation to the general government under which we live, and the principles of our republican form of government, the causes which led to its establishment, the inestimable value of liberty and right of a people to a free government, according to the opinions of the governed and the consent of the governed, and imbibing the teachings of our forefathers that all peoples, nations, and men are created free and equal, and are endowed with certain unalienable rights enumerated by Thomas Jefferson in the Declaration of Independence; therefore, be it

Resolved, That we, the teachers of Shelby county, are diametrically opposed to the war in the Philippines and the retention of those islands.

College Entrance Requirements.

ANN ARBOR, MICH.—The thirty-third meeting of the Michigan Schoolmasters' club was held in the law lecture room at the university Friday and Saturday December 1 and 2. Vice-pres. E. T. Austin, superintendent of the schools of Owosso presided. The entire session was devoted to the discussion of the N. E. A. report on college entrance requirements. The report as a whole was discussed by Dr. B. A. Hinsdale who said that the whole purpose of the report was to bring about a better understanding between the high schools and the colleges and universities.

The report on history was discussed by Prof. Earl W. Dow, of the university, and Prin. Webster Cook, of the Saginaw E. S. high school. Prof. Dow agreed with the report in the main while Mr. Webster strongly opposed the recommended secondary school courses of one year in medieval and modern general history. He opposed the former because of its lack of definiteness and the latter because of the unreadiness of high school students for such advanced study. Principal Cook insisted that each college course of study should require four years of history preparation. He hoped for a higher place for history in all secondary schools.

The report on mathematics was discussed by Mr. E. C. Goddard, of the university, and Prin. E. B. Hall, of the Western high school, Detroit. They agreed essentially in their views of the report on mathematics. Prof. Goddard called the report ideal, but not practical and said that Michigan teachers, altho apparently believing in its provisions, made no attempt to observe or adopt them. He offered an extended modification providing for a better distribution of mathematical study throughout the course. He stated that during the past year 130 teachers had been found positions by the university officers, about 100 of whom went to towns and cities in Michigan. In not one single case had the teacher been desired primarily to teach mathematics, or even secondarily. This indicates that Michigan school officers do not look upon a high grade of preparation as necessary for teaching mathematics. He contended that this was all wrong, and that a teacher of mathematics should be as thoroly trained as should the teacher of other branches.

The report on physics was conducted by Prof. John O. Reed, of the university, and Supt. Walter F. Lewis, of Port Huron.

At the evening session, Prof. Robert M. Wenley gave an address on "The Educational Problem in Scotland." He reviewed the development of the Scotch primary schools and universities and detailed the several difficulties under which the system is working. One of these is the serious gap between the primary schools and the universities resulting from short-sighted legislation by the English parliament. The means for preparation to enter universities are limited, secondary schools being almost entirely absent. Four Scottish universities receive \$100,000 each for their support, which is altogether too meager for work under the most favorable conditions. Prof. Wenley says that improvement, however, is being made every year.

Prof. F. N. Scott, of the university, criticised severely the report of the committee on English. He thought the subject had not received the attention which its importance warranted and had generally failed in its object. On two points, however, he commended the report, its recommendations that four continuous years be devoted to English, and that English composition and literature be pursued in close connection, while the dry details of grammar be brought in under the two named heads. Mr. Henry Hulst, of Grand Rapids, followed with a paper on the report from the point of view of the high school teacher.

The report on modern languages was taken up by Prof. E. H. Mensel, of the university, and Miss Alice E. Rothman, of

Ann Arbor. The professor said he joined the profession of those who asked for four year of study on this subject.

Dr. C. L. Meader, of the university, eulogized the report on ancient languages. Prin. J. H. Harris, of Bay City, argued for a two years' course in Greek instead of the three years' work which the report recommended. The report on chemistry was discussed by Prof. Delos Fall, of Albion college. The report on botany was taken up by Prof. C. A. Davis, of Alma college, and Miss Helen King, of the east side Saginaw high school. The last discussion concerned the report on zoology. The principal paper was read by Prof. Jacob Reighard, of the university.

Program for Teachers' Meeting.

GREENVILLE, ILL.—A valuable outline for discussion and study was followed at the meeting of the Greenville public school teachers held Nov. 9. The subject was "Content Getting with Reading as Its Basis." The outline was arranged as follows: 1. Content Getting; The mind interpretation of the "reality" by the formation of the "reality image." Dependent upon—

1. The presentation of matter suitable for the child mind. Question: To what extent do you find yourself presenting matter unsuitable in the presentation of (a) definitions, (b) rules, (c) abstract matter lacking illustration, (d) new material lacking correlation.

2. The training of the child to habitual interpretation. Questions: To what extent in your room do you find this lacking? What often takes its place?

3. The training of the child to habitual thought.
4. The constant requirement of the expression of the "reality" image formed (a) by voice, (b) by written sign, (c) by drawing or diagram, (d) by gesture or action. Questions: Is the answer to your formulated question always "an expression of thought"? Is the map required and drawn by the pupil necessarily an evidence of content getting? What effect has the reading of one lesson upon the child if content expression is not required? What is the value of the recitation? To what extent is the lack of content getting a habit of "shiftlessness" on the part of the pupil and fostered by the teacher?

STUDY FOR THE MONTH.

During the month of study the child's ability to interpret thought and determine if possible to what extent the accuracy of the "reality images" depend upon his ability to read with expression. (a) Are poor students good readers? (b) Are good students poor readers?

The teachers were asked to make special reports upon the various branches of study, each teacher to report on one subject. The studies included Latin, history, literature, geography, arithmetic, and language. Two of the teachers were asked to report on the "difficulties in forming 'reality images,'" and two on the question "how we aid the child to form the reality image."

The Cornell Plan for Nature Study.

ELMIRA, N. Y.—The correspondence school of nature study which Mr. John W. Spencer and other Cornell instructors maintain for the benefit of public school children, seems to be doing an admirable work. Pupils in the Elmira schools are in constant correspondence with the bureau of nature study and letters of great interest are exchanged. School No. 8, under Mr. W. H. Benedict, is taking a leading part in collecting and classifying seeds and other specimens, in making exchange with New York city pupils, in bringing outside nature into such class-room subjects as geography, literature, and even arithmetic. Mr. Benedict has received from the Cornell bureau repeated congratulations upon the energy and interest displayed by his pupils.

The announcement has been received of the recent death at Pawnee, Oklahoma, of Mr. Walter Harry Hailmann, son of Dr. W. N. Hailmann, superintendent of schools at Dayton, Ohio. The many friends of Dr. and Mrs. Hailmann will sympathize with them deeply in their bereavement.

One of the oldest schoolmasters in New England, Mr. Epes Sargent Dixwell, died on Dec. 1. He was a graduate of Harvard, class of '27, and was from 1828 to 1851 on the faculty of the Boston Latin school, of which he was for fifteen years headmaster. During the twenty years succeeding his headmastership he conducted a private school in Boylston Place, Boston, from which he retired in 1871. The list of his pupils who have become famous is formidable, including William M. Evarts, President Eliot, Justin Winsor, Phillips Brooks, Prof. J. B. Greenough, Senator Lodge, and Gov. Wolcott. Mr. Dixwell had lived in Cambridge since his retirement from teaching.

NEW YORK.—The purely ethical side of the work at the Ethical Culture schools will be in the future kept before the general public by the publication, beginning December 15, of a new monthly, *The Ethical Record*. Mr. Percival Chubb will edit it, and nearly all of the leading men of the ethical movement, both in this country and abroad, will be contributors. On the educational side, all questions concerning ethical instruction will receive full treatment, and especial attention will be given to the various philanthropic undertakings—to the college settlements, the free night schools, the technical institutes, and the like. The periodical will try to present the practical and popular features of the ethical movement.

In and Around New York City.

School No. 72, Brooklyn, of which Mr. T. S. Imlay is principal, has been selected by Miss Bancroft, superintendent of physical culture of the borough schools, to represent the system of light gymnastics, with apparatus adopted in these schools, at the Paris exposition. More exact information regarding the matter will be given in THE SCHOOL JOURNAL within the next few weeks.

As a result of the recent meeting held at Madison Square Garden in the interest of the Tuskegee Normal and Industrial institutes, a considerable number of gifts has been forthcoming. The largest single benefaction is that of Mr. Colis P. Huntington, \$50,000 toward the endowment fund of the institute. An anonymous donor from the West has given \$25,000. All told the prospects of this undertaking are bright.

At Pratt institute, Brooklyn, an interesting exhibition of paintings by Charles H. Davis is on exhibition. Mr. Davis' work is very well known but is well worth seeing whenever opportunity offers.

A spacious art gallery has been arranged by the A. W. Elson Company at 14 West Twenty-ninth street, New York city; December 16 is to be the opening day and a general invitation is extended to all who are interested in art for schools, and especially to all teachers. Invitation cards have been issued and every teacher presenting this card will be given an Elson print. The collection of art reproductions exhibited includes those published by the Elson Company in series of Greek and Roman, and Egyptian art, makers of Our Nation and American historical subjects.

The Syracuse University Glee Club will give a concert in Calvary Methodist church, 129th Street, corner 7th Avenue, Thursday evening, December 28, 1899.

New York Educational Council.

The regular monthly meeting of the council will be held on Saturday morning next, Dec. 16, at 10.30 o'clock. Topic: "How can we best teach children how to study?" Discussion to be opened by Dr. Walter S. Hervey, of New York, Supt. Vernon L. Davey, of East Orange, Supt. Charles E. Gorton, of Yonkers, and Prin. James M. Grimes, of Mount Vernon.

As this subject very closely touches teachers as well as supervising officers, a cordial invitation is extended to teachers of all grades to be present and participate in the discussion.

EDWARD H. DUTCHER, secretary.

JOHN F. QUIGLEY, president.

Lessons on Blackboard Work.

Owing to the large attendance at the lessons in illustrated blackboard work given by Miss A. Grace Gibson under the auspices of the New York Society of Pedagogy, a new center was opened on Thursday, Dec. 14, at the College of the City of New York, Twenty-third street and Lexington avenue. These lessons will be given upon alternate Thursdays until further notice and, are free to all members of the society.

A Costly Proposition.

The teachers who are suing the city officials for withheld salaries are finding the legal processes decidedly expensive. At a recent meeting of the board of directors of the Teachers' Association, the question came up of a retainer for Lewis L. Delafield, who is conducting the suit. As it appeared to be inexpedient to pay out of the association treasury the entire \$6,000 which Mr. Delafield charges for his services, it was agreed to draw \$2,000 from the ordinary funds and to amend the constitution so as to permit the transference of the additional \$4,000 from the building fund.

Hope for Pay before Christmas.

There is a general feeling of encouragement among the teachers who are suing for overdue pay. Nothing decisive has, at the present writing, happened, but it has been declared by one high in authority that the court will order the comptroller to place more than \$1,000,000 to the credit of the board of education, and that the money will actually be in the teachers' hands in time to buy Christmas presents with it.

One thing that insures confidence is Supt. Ainsworth's opinion that \$1,166,967 of state school funds, already paid into the city treasury, should be used to pay the teachers. It is Mr. Ainsworth's opinion that this money constitutes a trust fund and cannot legally be used for anything else while there are salaries unpaid.

Teachers College Notes.

Plans are developing for the exhibit which is to be made at the Paris exposition. It will be an important feature of the Columbia university exhibit. The thought is that it shall be technical rather than popular, showing the scope of the work at Teachers college and its connection with other departments of the university. An important item will be the plans for the new Horace Mann school, which are believed to exemplify the latest and best things in school construction.

There is every prospect of success in the effort that is being made to raise \$25,000 before January 1, the amount necessary in order to obtain the \$50,000 promised by Mr. J. D.

Rockefeller on this condition. More than half has already been subscribed. The money is to be used to complete the purchase of land for the new Horace Mann school.

The News from Chicago.

To Succeed Colonel Parker.

Mr. Edwin G. Cooley, principal of the Cook county high school, has been chosen to succeed Col. Francis W. Parker as head of the Chicago normal school. Dr. Cooley's experience has been varied and of a sort to fit him for the responsible position he is to fill. A graduate of the University of Iowa, he



Principal-Elect Edwin G. Cooley, of the Chicago normal school.

has an intimate knowledge of the conditions of education in the Middle West. He was for a time a trustee of the state normal school of Iowa, as well as an instructor in the institution. He received the degree of LL. D. from the University of Chicago in 1894.

Municipal Publishing Suggested.

The proposition that the city of Chicago establish a text-book publishing house of its own has been revived. At the meeting of the board of education on Nov. 30, a resolution was adopted calling for the appointment of a committee to look into the desirability of such a scheme. The idea has received the support of Superintendent Andrews who is represented as saying that if Chicago cannot print and bid its own books at moderate cost the city "should remove its sign of progress." A prominent trustee has asserted that fifty per cent. of the expense of books can be saved in this way. The committee is to report upon the following questions:

Can the number of text-books used in the Chicago public schools be reduced?

Would it be advisable for the board of education to undertake the compilation of text-books? If so, how should the work be done?

If it is considered advisable that the board of education compile the books, how should the books be printed or bound—by the board of education or by contractors for such work?

If the books are to be printed and bound by the board, should they be sold to the pupils at cost price?

If the books are not bound and printed by the board, how and at what prices should they be sold to the pupils?

Dr. Andrews May be Called to Nebraska.

LINCOLN, NEB.—There is talk of inviting Supt. E. Benjamin Andrews, of Chicago, to fill the vacant chancellorship at the University of Nebraska. The position pays \$5,000 with excellent opportunities for building up a great university. Dr. Andrews was once before offered the chancellorship but declined it in favor of the presidency of Brown university. The four fusion members of the board of regents are very desirous of making the effort to secure Dr. Andrews and are only awaiting the concurrence of the two Republican members. It is felt that the nomination ought not to be tendered unless it is unanimous.

OKLAHOMA CITY, OKLA.—The ninth annual meeting of the Territorial Teachers' Association will be held in this city on December 26-29. The program provides for a general meeting on the first day and for several department sessions on the days following. Pres. S. W. Cole, of El Reno, will make his annual address and Mayor Van Winkle, of Oklahoma, will welcome the teachers.

Philadelphia News Items.

PHILADELPHIA.—The high school building muddle has not yet been solved. The finances of the main school have been settled, but matters concerning the annex have not yet been straightened out. All told, there is a deficit of \$29,189.50. An additional appropriation of \$50,000 for completing the building is talked of.

Medical Inspection in Schools.

A delegation from the Philadelphia Public Education Association has appealed to the finance committee of the council for an appropriation of \$45,000 to secure daily medical inspection of the school children of the city. The plan provides for about 130 physicians, who will examine the children each day. It is confidently asserted that by this means much sickness can be prevented and the spread of contagion averted.

The plan has been approved by the board of health and a number of physicians are willing to give their services until its utility has become so evident that an appropriation will be forthcoming. The inspections will begin in a few days. The general understanding is that there must be absolute co-operation between the educational people and the board of health, and that the authority of the latter shall be supreme. So far as possible a physician will be appointed for each school building in the city to examine any child to whom his attention shall be called. In case of symptoms of disease, he shall communicate at once with the principal of the school and when the child has symptoms of a contagious or infectious disease, the principal shall send the child home. The visiting physician shall not be expected to examine any children except those to whom his attention is called or those who voluntarily present themselves to him.

No Higher Salaries.

The schedule of higher salaries for teachers has been definitely turned down. The cause of the teachers suffered its death blow some time ago when the finance committee declared inability to recommend any appropriation for increases in salaries. This came in the wake of an apparent victory won by the fighters when the sub-committee of the Councils' committee on schools adopted the new schedule without alteration. Chairman Leeds, of the committee on finance, gave voice to the sentiments of the majority of the committee when he said: "I believe that school teachers should be better paid, but the finances of the city are not sufficient to allow, at present, even a consideration of the proposition for an increase."

A Knotty Problem.

A difficult case of the administration of the compulsory education law has come up before the Philadelphia school board. A man who has recently moved to the city has not sent his children to school because they will not be received without vaccination. He is conscientiously opposed to vaccination but would willingly send them unvaccinated. He cannot very well be prosecuted under the compulsory education act and there is no law compelling him to have his children vaccinated. It is evident that the legislation on this subject has not been carefully framed. The proposition seemed to nonplus the board completely.

A School for Poles.

On Dec. 11, a school will be started in Philadelphia under direction of Rev. Father Podgorski, pastor of the Church of Our Mother of God. It will have for its object the training of Polish children in the common branches with special reference to the study of the English language. The pupils will be arranged in regular classes, and will be opened to either children or adults free of charge. Mrs. K. Moytun, of Jersey City, a graduate of the New York Normal college, has been chosen principal. Father Podgorski, who has watched the educational work among the Poles of Chicago, is convinced that thru education his people can be elevated in the social as well as in the moral scale.

The Widener Industrial Home.

A school for crippled children, to cost \$2,000,000, is the latest addition to the educational institutions of Philadelphia. It will be the gift of Mr. P. A. B. Widener, the street railway magnate. Mr. Widener says the object of the institution is the care of helpless children—a home in which they can receive such medical and surgical attention as will cure or allay their deformities, and where they can receive, not only a general education, but an education in such industrial lines as will assist them toward self-support.

Supervising Principals' Salaries.

Now that the general grant of \$80,000 for increases in salaries will not be made by the councils, the friends of the teachers are trying to secure at least some slight advance in the compensation of the supervising principals of primary schools. These at present get \$1,000 to \$1,200. They are without doubt the poorest paid, considering the work they do, of all the Philadelphia teachers. The supervising principal has ordinarily ten teachers and four or five hundred children under her. She gets \$100 less than an eighth grade teacher with thirty-five or forty pupils and no responsibility except to the principal. One supervising principal has twenty-five assistants and over 1,300 children in charge; yet she receives only \$1,045—\$300 less than the principal of girls' grammar school in which there are seven teachers and 350 pupils. It is hoped that such rank inequality as this can be done away with.

Interesting Notes from Everywhere.

WASHINGTON, D. C.—Miss Estelle Reel, general superintendent of Indian schools, in her annual report, makes a strong plea for compulsory education and advocates industrial training for Indian children. She believes that the industrial side of the work should be forced to the front and that literary instruction should be confined to the barest elements. The general outlook for Indian education she finds to be very encouraging.

CAMBRIDGE, MASS.—The Cambridge school board has refused to consider the plan proposed by Prof. Paul Hanus by which a certain number of Harvard students were to practice teaching in the Cambridge schools in return for the privilege accorded an equal number of local teachers of enrolling in college courses.

BALTIMORE, MD.—The chemical laboratory of Johns Hopkins university was partially destroyed by fire on Dec. 4. Considerable damage was done, the greatest loss being that of Prof. Harmon Morse's private library.

BOSTON, MASS.—Thru the thoughtfulness of Mr. Augustus Lowell, the Institute of Technology has come into a gift of \$50,000, the income to be used as the nucleus of a retiring fund for teachers. The institute, on account of its rapid growth, has had to economize in the matter of salaries, and a retiring fund will be of great service in keeping at the institute teachers who might be inclined to go elsewhere in search of greater financial rewards.

HUNTSVILLE, ALA.—This town is to have a new academy, run upon principles of modern education. The local chamber of commerce is behind the movement and they hope to build up a school which will be a model for many others in the South.

The property of the old military academy has been purchased for \$10,000.

COLORADO SPRINGS, COL.—Colorado college is to celebrate its twenty-fifth anniversary the first of February. Pres. Benjamin Ide Wheeler, of the University of California, will give the principal address. At the same time a new building will be dedicated, the Perkins memorial, which is to contain the college chapel and also the departments of music and art. A magnificent organ, given by Miss Elizabeth Cheney, of Wellesley, Mass., in memory of her brother, the late Charles B. Cheney, will be placed in this building.

WASHINGTON, D. C.—The cornerstone of Trinity college, the first Roman Catholic college for women to be erected near Washington, was laid on December 9. The ceremonies were very simple, consisting solely of the blessing of the stone by Archbishop Corrigan. The church, the convent, and about one-third of the college buildings are now complete. These structures will stand in the middle of a tract of twenty-seven acres, close to the campus of the Catholic university.

LOWELL, MASS.—The first of the Lowell Training school course of lectures was given by Editor Ossian H. Lang, of THE SCHOOL JOURNAL, and *Educational Foundations*, on the evening of December 4. Mr. Lang's subject was "The Growth and Meaning of Educational Ideals." (*Educational Foundations* has been used as a text book in the training school for the past four years.) The second lecture of the series was given by Prof. Earl Barnes, his subject being "Children's Ideals: A Comparative View of English and American Children."

BALTIMORE, MD.—The annual supper and bazar of the Baltimore Teachers' Mutual Benefit Association, held at the Baltimore city college on Dec. 7, proved to be very successful. The attendance was better than had been anticipated and the sales were larger than in any preceding year.

NEWPORT NEWS, VA.—Mrs. Collis P. Huntington, of New York, has given the Hampton institute \$2,500 for the establishment of a cooking and sewing school for colored girls. Mrs. Huntington now supports a large kindergarten at Newport News, which is attended by the children of the shipyard employees.

DAHLONEGA, GA.—The corner stone of Bostwick Memorial hall, belonging to the North Georgia Agricultural college, was laid on Dec. 1. The money to build it was a gift from the late G. W. Bostwick, of New York, who demanded that his benefaction should be kept secret until his death. Two or three years ago the philanthropist was burned to death while trying to rescue a favorite horse from a stable that was on fire. The new building will be used as a physical laboratory and library.

ATLANTIC CITY, N. J.—School authorities of this town and especially, the high school inspectors of this town, are indignant at charges recently made by the Law and Order society to the effect that gambling exists among the high school students and that their moral tone is generally low. Supt. Boyer and the principal of the high school, Mr. Miller, declare that the charge is entirely without foundation.

LINCOLN, NEB.—Free Thinkers in various parts of Nebraska have lately been agitating the question of the Bible in the school-room, and have applied to the state superintendent of schools for a ruling. After consultation with several lawyers the superintendent has decided that in any district where the majority of the people are in favor of the reading of the Bible it shall be proper to hold such readings, provided that no sectarian form or observance be insisted upon.

Notes of New Books.

The new historical romance, *Trinity Bells: A Tale of Old New York*, by Amelia E. Barr, contains sixteen full-page illustrations by C. M. Relyea. A more charming picture of life in the early days of our country has never been painted than the one Mrs. Barr has given in this book. Like the "Bow of Orange Ribbon," it is a romance of old New York, and shows to perfection Mrs. Barr's subtle charm and power. The story opens delightfully with the end of Catharine Van Clyffe's school days at the Moravian school in Bethlehem and her return home to New York.

The romance develops into the story of Catharine and her brother Paul; their courageous efforts to ransom their father, Captain Jensen Van Clyffe, who had been captured by Tripolitan pirates and held in slavery by the Dey of Algiers. The brave self-denial of Catharine and her mother, the bold venture of Paul in Algiers, his final success and return to America, make a captivating romance. A charming love-story is woven thru Catharine's life, set to the music of the bells—Trinity bells—whose silver notes sound their message of hope and joy thruout the story.

Trinity bells! Trinity bells!
How sweet your music sinks and swells
Above the old, the young, the glad,
Above the rich, the poor, the sad;
What is the tale your music tells
Trinity bells?

The tale we tell so strong and clear
Is just the tale you long to hear.
"The Heart's Desire" our music times,
"The Heart's Desire" is in our chimes,
"The Heart's Desire" the secret spells
Of Trinity bells.

Mrs. Barr's new romance carries the reader back to the historic times of long ago; the period immediately following the Revolution, which closed the eighteenth century and opened the nineteenth century. This was the beginning of a period of foreign aggression. It was the time when the insolence of the Barbary states in Northern Africa was exhibited not only to the United States but to the nations of Europe, who, like us, paid money to the Mussulmans of Morocco, Algiers, Tunis, and Tripoli, rather than fight.

This is the historic background of *Trinity Bells*. Old New York and the Court of the Dey of Algiers afford a brilliant setting for the story. Mrs. Barr has written a romance of stirring adventure and a charming love story. The book is beautifully bound and profusely illustrated with attractive vignette and full-page illustrations, making a charming holiday gift. *Trinity Bells* is a distinct success. (J. F. Taylor & Company, New York. Small octavo, \$1.50.)

Since Lafcadio Hearn began to write of Japan thousands of people have obtained a more correct idea of that country and its people thru his wonderfully beautiful descriptions. His vivid and poetic style renders attractive any subject that he touches, and especially anything relating to Japan, which he loves intensely. His recent book, *In Ghostly Japan*, treats of the traditions, religious ceremonies and beliefs, proverbs, etc., of that land. It is useless in a brief notice to attempt to give an idea of the charm of the book; it is as subtle as the perfume of a flower. The book will be a great favorite among those who appreciate genuine literary worth. (Little, Brown & Company, Boston.)

Our ideas of great men often have to be radically revised when we come to study them carefully in the light of history. For instance, the popular idea of William Penn, is that of a pious, contemplative man, a peace-loving Quaker, in a broad brim hat, and plain drab clothes, who founded Pennsylvania on beautiful, benevolent principles, and kindness to the Indians. Sydney George Fisher has dissipated this idea to a large extent by his book on *The True William Penn*, and has thereby done great service, for we do not want to put great men on a pedestal and worship them as saints; that they had faults does not detract from their true worth.

Mr. Fisher finds that "the real Penn, tho of a very religious turn of mind, was essentially a man of action, restless and enterprising, at times a courtier and a politician, who loved handsome dress, lived well and lavishly, and, altho he undoubtedly kept his faith with the red men, Pennsylvania was the torment of his life. He came moreover of fighting ancestry and was himself a soldier for a short time. His life was full of contests, imprisonments, disasters, and suffering, if not of actual fighting, and he lived during the most critical periods of

English history. Few, if any, Quakers have shown so much energy as he." Mr. Fisher tells his story in detail, in a pleasing style, that will make the book eagerly sought for. There are many portraits and other illustrations. (J. B. Lippincott Company, Philadelphia.)

A story of school football, and golf entitled *The Half-Back* is appropriate for times when a page of the daily newspaper is taken up with giving the results on these games during the past twenty-four hours in and about the city. This volume supposes a Hilton Academy, gives a diagram of golf links there, and then tells of the play that took place. The honest intent of Mr. Barbour is to give some account of the manly athletic games that now fill so large a space in nearly all the schools of the country. One ignorant of the strong hold these games have upon the average student will learn much from this volume; it is finely illustrated and the interest is maintained to the very end. (D. Appleton & Company. \$1.50.)



"THE BIG BRIGHT TEARS SPRANG TO HER EYES."
From "Nannie's Happy Childhood." Houghton, Mifflin & Company.

Mrs. Evelyn Raymond tells, in *My Lady Barefoot*, of the privations of a little back-woods girl, who lives in a secluded place with her uncle until his death. It is a most interesting narrative of a heroine whose ruggedness and simplicity of character must enlist the admiration of all readers. (Penn Publishing Company, Philadelphia.)

An attractive memorial of America's greatest tragedian is comprised in the three fine volumes containing the sixteen plays that constituted Edwin Booth's customary repertory. The eleven Shakespearian plays fill two volumes and five plays by other authors the third. The titles are "Hamlet," "Macbeth," "King Lear," "Julius Caesar," "The Merchant of Venice," "Othello," "Richard II.," "Richard III.," "Henry VIII.," "Much Ado About Nothing," "Katherine and Petruchio," "Richelieu," "The Fool's Revenge," "Brutus," "Ruy Blas," and "Don Caesar de Bazan." The text, in every case, is printed according to the arrangement of it made, authorized and used by Edwin Booth in his professional career, and it is provided with his stage directions. Each place is furnished with a preface, and with an appendix of historical, critical and explanatory notes, by William Winter. (The Penn Publishing Company, Philadelphia.)

The House With Sixty Closets is a Christmas story for young folks and old children, by Frank Samuel Child. It tells of the strange things that happened or did not happen on the night before Christmas in the family of a minister blessed with the goodly number of fourteen children, counting his own and those left in his care by a sister no longer living. How a stately couple step from their portraits for a frolic with the children, of whom little Ruth is a leading spirit, and the sixty closets are animated with life for the occasion, forms a story, the like of which for interest and charm is not often seen. The book is profusely illustrated by J. Randolph Brown. (Lee & Shepard, Boston. Price, \$1.25.)

Art and Morality, by Ferdinand Brunetiere, of the French academy, has been translated into English by Arthur Beatty, Ph.D. Occasionally, when thoughtless men, led by a common impulse, worship a golden calf set up by scheming priests, a prophet comes along, and, appealing to their spirit of sanity,



THE LITTLE BLUE FOX.

From "The Book of Knight and Barbara." Copyright, 1899, by D. Appleton & Company.

opens the eyes of the multitude to the glamor which has blinded them. This is what the calm, dispassionate critic Brunetiere has done for art. He shows that meretricious forms of beauty cannot change the essence of that which is intrinsically vile and corrupt. He sets up a criterion which appeals to men's sane judgment and sets men to thinking and criticising, so that they may have a reason for liking or disliking the products of modern art, literary or plastic. (T. Y. Crowell & Company, New York and Boston.)

There never will be a diminution in the demand for stories about boys who have adventures. W. Gordon Parker takes for his theme a student who runs away from school, turns hunter, has misfortunes, finally returns home, having learned many valuable lessons. The story is a pleasing one, having none of the objectionable features found in most tales written from this standpoint. *Grant Burton, the Runaway*, is not a bad boy painted so as to be lovable; he is a solid at heart fellow, who has made a mistake in running away and finds it out. (Lee & Shepard. \$1.00.)

In writing the story entitled *The Lively City o' Ligg*, Gelett Burgess gave free play to his imagination. He invested vari-

ous inanimate objects in this fairy city with power of locomotion and various human characteristics and the result is they produce some striking results. There are the terrible train, the runaway chairs, the very grand piano, the pert fire engine, the insane battery, the hilarious hansom, etc. On the whole the reader will think it is a lively city. There are fifty-three illustrations (colored) by the author. (Frederick A. Stokes Company, New York.)

On Wood Cove Island is a fascinating story for young people by Elbridge S. Brooks. A number of bright New England children are given the exclusive use of an island on which to spend their summer vacation. They are fortunate in having as a visitor to their summer home the poet Longfellow, whose acquaintance adds greatly to their delight and profit. The illustrations are by F. J. Boston. (Penn Publishing Company, Philadelphia.)

The Story of the Aeneid is Virgil's classic poem rendered into choice and simple English by Dr. Edward Brooks, A.M. The story, while somewhat abbreviated, flows smoothly along with much of the spirit that characterizes the original. The boy or girl who reads this book, will surely be inspired with a love for classical literature. (The Penn Publishing Company, Philadelphia.)

A number of sketches of noted people, by Thomas Wentworth Higginson, that have appeared in the *Atlantic Monthly*, the *Nation*, the *Chautauquan*, the *Independent*, and other publications are issued in a volume entitled *Contemporaries*. They have received such revision as was made necessary by the development of new facts or by the reconsideration of opinions. Col. Higginson was acquainted with many of these persons and therefore is able to enhance the interest of the narrative by adding personal recollections. The book contains biographies of Emerson, Alcott, Theodore Parker, Whittier, Whitman, Lanier, Hawthorne, Helen Jackson, Phillips, Grant, Sumner, Garrison, and others, and critical estimates of their work. (Houghton, Mifflin & Company, Boston.)

A large number of valuable little books are issued in the What is Worth While Series. These contain essays on educational, religious, and other subjects. Among them are *The Trend of the Century*, by Seth Low, president of Columbia university; *Cheerfulness as a Life Power*, by Orison Swett Marden; *Rational Education for Girls*, by Elizabeth Hutchinson Murdock. and *Every Living Creature*, by Ralph Waldo Trine. (Thomas Y. Crowell & Company, New York and Boston. Price \$0.35 each.)

From Kingdom to Colony, by Mary Devereux, is a book that will interest lovers of American history. It is a charming story of the quaint old town of Marblehead in the early days of the Revolution. Wilful Mistress Dorothy Devereux, the brave little heroine of the romance, is a delightfully inconsistent and fascinating character. The illustrations are by Henry Sandham. (Little, Brown & Company, Boston.)

The Red Book of Animal Stories is one of the fascinating books for young people selected and arranged by Andrew Lang. He takes care to warn them that all of these stories are not true, for instance those in regard to the Phoenix, Gorgon, and Dragons. There are others, however, that are true. But whether true or not young people will find these stories interesting and instructive. The numerous and elegant illustrations in the book will add greatly to the pleasure of the one who is so fortunate as to possess it. (Longmans, Green & Company, New York.)

Many dogs have been immortalized in the works of great authors but none has been described more truthfully and sympathetically than has been *Loveliness*, a Yorkshire terrier, by Elizabeth Stuart Phelps, in a story bearing that title. Thru an unhappy circumstance Loveliness fell into the hands of the demonstrator and was about to be sacrificed to science when a timely rescue snatched him from death. The scene is dramatically presented, and of thrilling interest. Kindness to animals is the lesson taught by the story. (Houghton, Mifflin & Company, Boston.)

Two of Kipling's best stories of children are contained in a small volume bearing the title of one of them, *His Majesty the King*. The other is "Wee Willie Winkie." These stories show how thoroly the author has studied children and how closely he sympathizes with them. The illustrations are by J. W. Kennedy. (Dana Estes & Company, Boston. Thin 12mo., cloth, \$0.50.)

Salads, Sandwiches, and Chafing-dish Dainties is an attractive cook-book by Janet McKenzie Hill, editor of the *Boston*

Little Leather Breeches, and Other Southern Rhymes, being a number of folk-lore songs, negro rhymes, street venders' cries, etc., gathered from various parts of the South, collected and arranged by Francis P. Wightman. Forty-eight full-page colored illustrations and cover by the author. Quarto, \$2.00. This is something absolutely fresh and novel. The verses are the result of several years' research by the author, and have been carefully selected from the numerous songs and legends of the Gulf states, the Atlantic seaboard, and the inland states of the South. The illustrations are executed with consummate skill and a delicious sense of humor which make the pictures worthy of special notice. The folk-lore songs and verses are of permanent interest.

Since the days of Lear's "Nonsense Book" and Carroll's "Alice in Wonderland," nothing has appeared more spontaneous, more full of genuine humor than *Little Leather Breeches*. The rhymes and verses, the curious legends and omens, are so fresh,



The Moonbeams at Work.

From "Sunbeams and Moonbeams." T. Y. Crowell & Company.

so different from the "made over" fun of many of the modern books, that they afford a feast to the lover of good nonsense.

Mr. Wightman has plainly gathered his material first-hand from the old darky mammies, fruit and vegetable dealers, fish women and the negroes. The book contains many odd superstitions, omens, and street venders' cries as well as nursery rhymes and songs. "Brer Rabbit am one cunnin' ting," must have come from the haunts of Uncle Remus. All the birds and animals, the funny people and their funny ways, will fill the little ones with glee and make older and more sedate minds laugh with the children. The pictures are in colors, and as full of spirit and originality as the verses. (J. F. Taylor & Company, New York.)

In spite of the fact that many editions of Longfellow's poem *Hiawatha* have been published there is still a call for more. Probably no poem was ever more deserving of popularity. The well told story, the marvelous picture of character and life, and the highly poetic setting, make it a poem that will hold its place as an American classic. The fine edition we have in hand, with its colored illustrations, its handsome binding, its gilt top and other features, make an especially desirable book for a holiday gift. (T. Y. Crowell & Company, New York and Boston.)

The little book entitled *Bringing Up Boys* will arouse an interest in parents who hope to co-operate with teachers. One of the needed movements of to-day is the working together of these two closely related parties. Mrs. Kate Upson Clark feels, as does every thoughtful person, that the central thought is the character of the boy. She believes in manual training—that is in keeping him busy; she believes in providing for play, but that play must be regulated; she believes in training to work; in training in manners and in religion. A volume like this should be circulated by the teachers. We have and do hold that the teacher cannot be successful who does not have the co-operation of the parent. Here we are told how the parent can work on the great problems both have to solve. (T. Y. Crowell & Company. \$0.50.)

There is an increasing interest in knowing about other nations; the steam engine has brought nations so close together that they are neighbors. You start from London in the afternoon and reach Paris in five hours; go on twenty-four hours and you are in Turin, passing thru Switzerland; on you go and in twelve hours you are at Brindisi; the steamer awaits you and in forty-eight hours you are in Cairo. Once you could not cross the territory of nation after nation without getting special permit. The camera now enables us to see other countries and yet remain at home. *Present-Day Egypt* is an example of this; the author, Mr. F. C. Penfield, has put together a mosaic of the Nile country that is both attractive in appearance and matter. It pictures Egypt to us so that we obtain something of an idea of this strange old country not before possessed. (The Century Company.)

We Four Girls is a bright, healthy story of a summer vacation enjoyed by four girls in the country where they were sent for study and recreation. The story has plenty of natural incidents; and a mild romance, in which they are all interested, and of which their teacher is the principal person, gives interest to the tale. Mary G. Darling, the author, shows how the better qualities of character are built up, their studies pursued, and yet their pleasures in no way abridged; and in the end the young girls thought it the most delightful summer they ever passed. We wish every girl could have as beautiful a summer vacation. (Lee & Shepard \$1.25.)

Many young people who are contemplating entering upon a college career may save serious mistakes by reading the little book on *The Choice of a College for a Boy*, by Dr. Charles F. Thwing, of Western Reserve university. He discusses the question of the rural or urban college, the denominational or unsectarian institution, the large or the small college, the Eastern or the Western. He discusses the co-education of the sexes, the dormitory system, athletics, and various other problems that confront the prospective student. (T. Y. Crowell & Company, New York and Boston. 12mo., 32 pages. \$0.35.)

The Copley series, on account of the high literary value of their contents and the beauty of their make-up, deserve the attention of all book lovers. They are printed on deckle-edged paper, with wide margins, printed tissues, silk book-marks, and artistic covers. One of these volumes contains Halevy's beautiful story, *The Abbe Constantine*. This is one of the best of that author's numerous stories. (T. Y. Crowell & Company, New York and Boston.)

That charming novel in verse *Lucile* is so well-known that it is scarcely necessary to say anything further in its favor. The story always interests; the characters are drawn with skill and power. A superfine edition with colored illustrations has been issued; it will make a fine holiday present. (T. Y. Crowell & Company, New York and Boston.)

Recitations with Actions for little children was arranged by Lucy Allen. Many of the poems are unfamiliar, others are well-known. All of them have directions for action of such a character that very small children can learn the movements. The book is in four parts: I. For Little Tots; II., For Children from five to six Years Old; III., For Children from six to seven Years Old. Pupils will enjoy learning and reciting these action poems and teachers will find Miss Allen's book a treasure. (Roxbury Publishing Company, New York. Price, \$0.50.)

"Never quit certainty for hope." Never take a medicine of doubtful value instead of Hood's Sarsaparilla which is sure to do you good.

THE SCHOOL JOURNAL

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

SUBSCRIPTION RATES.

TWO DOLLARS a year in advance. One dollar for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

ADVERTISING RATES

Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Bombarded by Meteors.

Two meteors lately fell at Vincennes, Ind. One struck a slab of stone on a Baltimore and Ohio freight car just as the train had crossed the Wabash bridge, and the slab was shattered by it. The other meteor struck a pile of bricks, with a loud noise, and broke it into small fragments. Judging from newspaper accounts they appear to have been of a rocky rather than a metallic nature.

The Future of Children

A child's life may be blighted by the diseases of youth, such as Rickets, which is characterized by weak bones or crooked spine, and inability to stand or walk steadily, or Marasmus, that wasting disease characterized by paleness and emaciation, or Scrofula, a constitutional disease of the glands and neck.

Scott's Emulsion

of pure Cod-Liver Oil with Hypophosphites of Lime and Soda will prevent and cure these diseases. It supplies just the material needed to form strong bones, rich red blood and solid flesh. It will also reach the infant through the mother's milk, and be of the greatest benefit to both.

At all druggists; 50c. and \$1.00
SCOTT & BOWNE, Chemists, New York.

A New-World Parthenon.

George P. Post, the noted New York architect, has completed plans for a building that it is said will become the Parthenon of America. It is to be a museum of living history and that title has been adopted for it provisionally. The building will be erected on the upper west side of New York city in a position that will command an approach to the Hudson river. The



GEO. B. POST

originator of the idea was H. A. Spaulding, formerly of Tiffany & Company.

A part of the plan is a huge stone quay, large enough to permit the greatest warship to lie at it. From this quay a mighty stair of stone, ornamented with noble statuary, is to lead grandly upward to the museum. It is hoped that the building will be used by the city and by the nation as the place of welcoming all distinguished guests who can be brought to it by water.



H. A. SPAULDING.

The material to be used for the building is gray granite and marble, and the ground form is that of a cross, superimposed on a circle. This circle is 800 feet in diameter, and it incloses five circular galleries; two concentric, circular galleries on the main floor, having together a width of 125 feet; two below these, and one above the outer gallery. The outer circular gallery thus has two stories above the ground; the inner circular gallery has one.

These circular galleries are intersected, diametrically, on the ground floor, by four wings, at right angles, to each other, and having each a length of 800 feet, a width of 200 feet, and a height of thirty five feet.

These four wings are to be known respectively as the Donors' Hall, the Hall of Literature, the Hall of Religion, and the Hall of Gifts.

They will be surmounted, at their intersection, by a central and open dome, rising to a height of 404 feet, and having at its base a diameter of 250 feet.

The gallery inclosed by the circular base of the huge dome is to be a court devoted to the United States. Set in a circle around the base of the dome twenty Titanic columns are to be erected, and in the center of the floor it is planned to have a figure of heroic size, emblematic of Liberty and Progress.

Behind the columns, around this court and against periphery are to be hung the portraits of all the presidents of the United States, in the chronological order. The portrait of the ruling president is to be hung opposite the southern grand entrance during his incumbency.

Around the upper gallery beneath the great dome, are to be hung the portraits of the ruling governors of the various states, disposed in the order of their admission to the Union, and of the various territories. These portraits are to be presented or loaned to the museum by the state governments, and to be returned to them on the election of each new occupant of the governor's chair. The windows between these portraits, in the drum of the great dome, will represent in stained glass the great seals of the various states.

The two floors of the outer gallery are divided by radial lines into halls, numbering in each segment, 18—9 on each floor, making in the entire circle, 72 halls. One of each of these halls is to be devoted to one of the 69 accredited nations of the globe. Opposite the entrance of each hall is to hang a life sized portrait of the ruler of the nation to which it is assigned. The inner narrow gallery, skirting the sev-

eral entrances to these halls, thus will constitute a portrait gallery of the world's living rulers. Each of the portraits is to be painted by a representative portrait painter of the nation whose ruler it shows.

As new rulers come into power, their portraits would take the place of their predecessors, which would then take their places in another gallery—the upper story of the Hall of Gifts—which would thus, in time, grow to be an historic portrait gallery unrivaled in the world.

Other halls will show the condition of the world as to art, science, literature, industry, invention, in fact, every feature of the life of man on the planet.

Finns Coming to America.

Migration to this country from Sweden has fallen to a minimum, but that from Finland is rapidly increasing since the spoliation of that country by Russia. Many of the Finns settle in Canada, but many also come to the United States, where they

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Income	\$55,006,629 43
Disbursements	35,245,038 88
Assets, Dec. 31, 1898	277,517,325 36
Reserve Liabilities	233,058,640 68
Contingent Guarantee Fund	42,238,684 68
Dividends Apportioned for the Year	2,220,000 00
Insurance and Annuities in Force	971,711,997 79

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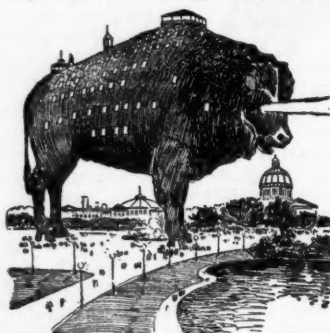
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Literary Notes.

The name of Henryk Sienkiewicz, author of "Quo Vadis," is familiar to every reading American, yet, so far as we know, it has never been signed to anything in an American magazine. In the December *Century*, however, is published a prose-poem of his, Englished by his authorized translator, Jeremiah Curtin, and not yet published even in Polish. It is called "The Judgment of Peter and Paul on Olympus."

D. C. Heath & Co., publishers, Boston, announce the publication of a *Briefer Course in Physiology*, edited by B. P. Colton, author of "Physiology: Experimental and Descriptive." The work contains all the improvements in method and arrangement that were first presented in the author's advanced work.

The Macmillan Company are issuing a little book *On the Theory and Practice of Art-Enameling Upon Metals* by H. Cunningham. Good drawings of the apparatus and methods are given, as well as colored illustrations of enamel work. As the making of enamels is almost a secret industry it has rarely been open to amateurs or artists generally, and it is the author's hope that such a beautiful and lucrative art-craft shall be the more widely encouraged by the publication of its so-called trade secrets together with very complete explanations and instructions.

Mr. Edward F. Bigelow, the editor of *Popular Science*, and a well-known specialist in nature study is to conduct a department of "Nature and Science for Young Folks" in *St. Nicholas*. He will answer all the questions the children may ask him. Another new educational department in the same magazine is the *St. Nicholas League*, an organization of young people wherein prizes are offered for the best drawings, compositions, photographs, etc.

St. Nicholas will give unusual attention to educational subjects in 1900. The January number will contain an article describing, with many pictures, the work that is being done in Washington, D. C., in "Out-of-Door Schools," where classes study plants and animals, government, geography, science and art in the parks, libraries and public buildings of the city.

The recent expansion of the Chicago and Northwestern Railway Company is one of the items of railroad history in the country. During the season of 1899, new lines on the system have been constructed and put into operation aggregating 251 miles. There are other lines under construction, but it is not expected that they will be operated by January 1. The total mileage of the Northwestern system is 8,273.02 miles.

Rheumatic Pains.

As the season is now approaching when they become more common, a word regarding their management will not be amiss. The value of Antikamnia in these affections is not to be questioned, for it undoubtedly has a curative action. Patients will not be satisfied with the assurance that they will find relief in a few days. They are suffering pain and desire relief the sooner, the better. Antikamnia given by means of the tablets (which contain five grains each) crushed, taken every two or three hours, will produce desired results. This method is especially recommended in chronic cases, where the pain is not so severe but constant.

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